



Meeting of the Board of Trustees

November 14, 2016

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 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, Evaluation (Government Code Section 54957(b).) (15 matters)
 - 1. Dean, Counseling Services (IVC)
 - 2. Vice President for Student Services (IVC)
 - 3. Director, Research, Planning and Accreditation (IVC)
 - 4. District Director, Research, Planning and Data Management (DS)
 - 5. Dean, Economic Workforce Development and Business Services (SC)
 - 6. Director, Research, Planning and Accreditation (SC)
 - 7. Interim Vice President for Instruction (IVC)
 - 8. Dean, Liberal Arts (SC)
 - 9. Assistant Dean, Health Sciences & Human Services/Director of Nursing (SC)
 - 10. Dean of the Arts (IVC)
 - 11. Dean, Health Sciences & Human Services (SC)
 - 12. President (IVC)
 - 13. Dean, Advanced Technology and Applied Science (SC)
 - 14. Dean, Social & Behavioral Science (SC)
 - 15. Dean, Math, Science & Engineering (IVC)
 - B. Public Employee Discipline, Dismissal, Release (Government Code

- Section 54957(b.)(2 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 Jim Wright

2.3 Pledge of Allegiance

Led by Trustee Barbara Jay

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
- 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 Report Draft

Dr. Tod A. Burnett, President, Saddleback College, and Dr. Glenn R. Roquemore, President, Irvine Valley College, will present information on the draft accreditation report.

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 October 24, 2016.

5.2 Saddleback College: New Program for the 2016-17 Academic Year and New, Revised, and Deleted Courses for the 2017-18 Academic Year

Approve the proposed curriculum changes for the 2016-17 and 2017-2018 academic years at Saddleback College.

5.3 Saddleback College: Community Education, Spring 2017

Approve the Community Education courses, presenters, and compensation.

5.4 Saddleback College: Grant Acceptance, National Science Foundation Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

Accept this award of \$299,981 from the National Science Foundation for the NSF INCLUDES pilot grant in support of the STEM Core Initiative for the period of October 1, 2016 through September 30, 2018.

5.5 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.

5.6 SOCCCD: Irvine Valley College and Saddleback College, Amendment No. 2, Digital Catalog Software, Digital Architecture

Approve Amendment No. 2 with Digital Architecture for a one-year extension beginning November 20, 2016 and ending November 19, 2017, in an amount not to exceed \$25,493 for annual operational fees.

5.7 SOCCCD: Irvine Valley College, Award of Bid: Chemistry Glassware, Bid No. 331

Award Bid No. 331 for Chemistry Glassware for FY 2016-2017 for a total amount of \$94,162.84, to the vendors listed on with an option for a two-year renewal period.

- 5.8 **SOCCCD: Trustees' Requests for Attending Conferences**
Approve trustees' requests for attending conference(s).
- 5.9 **SOCCCD: District-wide Sustainability/Energy Plan Consultant Services, Harley Ellis Devereaux Corporation**
Approve the district-wide Sustainability/Energy Plan Consultant Services agreement with Harley Ellis Devereaux Corporation, in the amount of \$201,695.
- 5.10 **SOCCCD: Budget Amendment: Adopt Resolution No. 16-30 to Amend FY 2016-2017 Adopted Budget**
Adopt Resolution No. 16-30 to amend the FY 2016-2017 Adopted Budget.
- 5.11 **SOCCCD: Transfer of Budget Appropriations**
Ratify the Transfer of Budget Appropriations.
- 5.12 **SOCCCD: October 2016 Change Orders / Amendments**
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: September - October 2016 Contracts**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

- 6.1 **Saddleback College: Study Abroad Program to Santander, Spain, from June 30, 2017 to July 31, 2017**
Approve the Saddleback College study abroad program: Spanish Language Studies in Santander, Spain from June 30, 2017 to July 31, 2017 as summarized, and directs the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with Travel and Education for coordinating all travel agreements.
- 6.2 **SOCCCD: Advanced Technology & Education Park (ATEP) Utilities and Infrastructure Phase I Project, Award of Bid No. 20, Griffith Company**
Award Bid No. 20, Advanced Technology & Education Park (ATEP) Utilities and Infrastructure Phase I project, and approve the agreement with Griffith Company, in the amount of \$5,353,750.
- 6.3 **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**
Approve the board policies as shown.

- 6.4 **SOCCCD: Board Policy Revision: BP-109 Board Education**
Accept for review and study the board policy as shown.
- 6.5 **SOCCCD: Academic Personnel Actions – Regular Items**
Approve New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Reclassification, Extension of Administrative Temporary Assignment, Workload Banking.
- 6.6 **SOCCCD: Classified Personnel Actions – Regular Items**
Approve New Personnel Appointments, Authorization to Establish and Announce a Classified Position, Reclassification, Authorization to Revise the Classified Temporary Non-Bargaining Unit Salary Schedules, Change of Status, Out of Class Assignments, Leave of Absence, Resignation/Retirement/Conclusion of Employment, Volunteers.
- 6.7 **SOCCCD: Sabbatical Rescindment**
Approve request from faculty member to rescind approval for Fall 2017 sabbatical leave.
- 6.8 **SOCCCD: Resolution No. 16-31 Retirement Incentive Program & Public Agency Retirement Services (PARS) Agreement**
Adopt Resolution No. 16-31 PARS Supplementary Retirement Plan (SRP) and approve the agreement for administrative services through PARS.

7.0 REPORTS

- 7.1 **Saddleback College and Irvine Valley College: Speakers**
A listing of speakers for events and/or classes at Saddleback College and Irvine Valley College.
- 7.2 **SOCCCD: Basic Aid Report**
Report on projected receipts and approved projects.
- 7.3 **SOCCCD: Facilities Plan Status Report**
Status of current construction projects.
- 7.4 **SOCCCD: Monthly Financial Status Report**
Report for the period ending September 30, 2016.
- 7.5 **SOCCCD: Quarterly Investment Report**
Report for the period ending September 30, 2016.
- 7.6 **SOCCCD: Quarterly Pension Stabilization 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 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.**

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Accreditation Update

ACTION: Approval

BACKGROUND

In accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) requirement that a Self Evaluation Report be submitted by the Colleges in the seventh year since the last evaluation team visit, Saddleback College and Irvine Valley College have completed drafts of their Self Evaluation Reports. The reports must be submitted to the ACCJC by December 2016. During the production of these reports, there was broad participation throughout the District and the Self Evaluation Reports reflect accurately the status and progress of both colleges since the ACCJC's last visit.

STATUS

Attached please find a joint PowerPoint presentation marked as Exhibit A and two PDF files marked as Exhibits B and C with the most recent drafts of all the standards currently posted on the colleges' SharePoint sites. The PowerPoint presentation focuses on the highlights from the self-evaluation reports, the current state of the draft reports, and anticipated report submission deadlines to the ACCJC.

The Saddleback College Self Evaluation Report is marked as Exhibit B and the Irvine Valley College Self Evaluation Report is marked as Exhibit C.

Saddleback College

Presentation to Board of Trustees
November 14, 2016



Compliance with Accreditation Requirements, Policies, and Standards

- Compliant with all 21 Eligibility Requirements!!
- Meet requirements for Standards I, II, III, and IV (generally)
- Working towards full compliance with ACCJC Commission Policies and Federal Regulations



Areas Requiring Additional Attention

- Academic Achievement Standards of Performance Policy is 75% fulfilled, will focus on remaining 25%. (CP & Federal Regs)
- Adoption of Student Complaint Process– AR-5530 (CP & Federal Regs)
- Systematization of DE Training, Support, etc. (CP & Federal Regs)
- Completion of GE Handbook (Standard II)
- Systematic Evaluations of All Personnel (Standard III)
- SOCCCD “Barriers Outcomes” need to be completed (Standard IV)



Quality Focused Essays: 3-5 Year Priority

QFE #1: Student Success Metrics

- ☐ Setting student success metrics: minimum thresholds, goals and targets will undergo expansion throughout college planning and program review.
- ☐ Institution-set standards developed at the program level.

QFE #2: Online Education Plan

- ☐ Systematization of professional development training specific to DE
- ☐ Strengthen and/or develop student support services specific to DE
- ☐ Formalize key institutional practices that impact success of DE, including ADA compliance



What happens next?

December 2016

- Report finalized and sent to duplicating
- Report and evidence posted on college website
- Bound copies of report mailed to ACCJC by Dec. 15th
- Accreditation Steering Cmte begins site visit planning

January 2016

- Visiting team assembled & trained by ACCJC
- Pre-Visit Coordination w/ visiting team chair
- Production of visiting team brochure w/ bios
- Prof. Development Week presentation
- Finalizing site visit logistics and interviews

Spring 2017

Site Visit:

February 27 –
March 2, 2017

Recap

- ✓ Heavy lifting complete
- ✓ Filling gaps found in self-evaluation in advance of visit
- ✓ Tedious, refining, and logistical work pending



A special “Thank You” to the **over 300 unique visitors** to our accreditation feedback website. Thank you for reviewing our draft for accuracy and for providing feedback!



Irvine Valley College Accreditation

Self Evaluation Report Highlights

November 14, 2016





Task	Status
Technical Edits	Ongoing
Verification: Eligibility Requirements	Complete
Campus and Community Review and Comment Period	Ends November 11, 2016
Report Submission to the ACCJC	Due November 21, 2016



Online Education

- Professional development
- Online course review
- LMS migration to Canvas
- DE curriculum approval process

Resource Request Process

- Expedite and simplify the process
- Maintain transparency



Areas Being Addressed

Student Learning Outcome Updates

Actions Taken	Faculty asked to update TracDat
Status	Ongoing

Program Reviews

Actions Taken	Faculty asked to update TracDat
Status	Ongoing

Administrative Unit Reviews

Actions Taken	Managers asked to update TracDat
Status	Ongoing

Students Rights/Grievance Policy

Actions Taken	Discussion initiated
Status	Ongoing



Report Highlights

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

Standard II:
Student Learning Programs and Support Services

Standard III:
Resources

Standard IV:
Leadership and Governance





Item 4.1 SOCCCD: Accreditation Report Draft

Dr. Tod A. Burnett, President, Saddleback College, and Dr. Glenn R. Roquemore, President, Irvine Valley College, will present information on the draft accreditation report.

An updated version of Item 4.1, Exhibit B was submitted to the Board of Trustees at the November 14, 2016 meeting.

The former version originally posted with the agenda on November 10, 2016 is now obsolete.

The Accreditation Self-Study Report of Saddleback College

Draft Copy 11/14/16



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

**South Orange County Community College District
Saddleback College**

**28000 Marguerite Parkway
Mission Viejo, California 92692**

**South Orange County Community College District Board of Trustees Thomas
Barbara J. Jay, Timothy Jemal, David B. Lang, Marcia Milchiker, T.J. Prendergast III, Terri
Whitt, James R. Wright. Jonathan Forde, Student Member.
Dr. Debra L. Fitzsimons, Acting Chancellor**

**Saddleback College
Tod A. Burnett, Ed.D., President**

Introduction:

Saddleback College, a public two-year community college, first opened its doors in fall 1968. What was then a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 25,000 students each semester.

As the College grew, so did its reputation for excellence, which attracted teachers and administrators from throughout the United States. Together, the College's educators and administrators have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of the College's programs and faculty can best be measured by the success of the College's alumnae/i in their academic pursuits at four-year universities and in the professional world. The first priority of the College is student success. From its renowned educational programs, to its stellar student services, the College works tirelessly to ensure that students learn and achieve their goals, whether those goals include improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of its students, the College offers courses at multiple locations and in a variety of formats (face-to-face, online, hybrid, full term, and short term). Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, Service Learning, and an Honors Program are also offered. Student services are also geared to the diversity of our student population; these services include Extended Opportunity Programs and Services (EOPS), the International Students Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and the Veterans Education and Transition Services (VETS) program.

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

In addition to being a center of learning, the College has developed into one of south Orange County's premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars. It is also home to an award-winning theatre arts program. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include a golf driving range and putting greens, an aquatics

complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track.

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

History of Saddleback College

The history of the College can best be understood by separating it into eight distinct periods. Each period is characterized by significant organizational changes.

Period I (1967-1979)

From its founding in 1967 through 1979, the College and the District, then known as the Saddleback Community College District, operated as a single entity under a chief executive officer (CEO) who served as superintendent of the District and president of the College. At the time, south Orange County was a sparsely populated region of southern California, and the College was able to serve the needs of the community. During this period, however, College enrollment grew dramatically. In just one year, from fall 1974 to fall 1975, enrollments increased by 78 percent. Because of this precipitous increase, the District began to make plans for the opening of a satellite campus in the northern portion of the service area.

Period II (1979-1981)

In 1979 a satellite campus was opened 11 miles to the north in the city of Irvine. Saddleback College was designated as the main campus, and the satellite was designated as the north campus. Both operated as components of the single college, which retained the Saddleback College name. The CEO continued to serve as the superintendent-president. A dean of instruction headed the main campus and also served as assistant superintendent of the District.

Period III (1981-1983)

In 1981 the north campus was elevated from satellite to full-campus status, altering the organizational structure to a multi-campus, single-college district. The superintendent's position was changed to that of a chancellor, and presidents were appointed to serve as the CEOs at each campus. A new chancellor was appointed in 1982.

Period IV (1983-1985)

Discrete District offices were established in 1983 and were later expanded by the chancellor.

The name of the main campus was changed to Saddleback College South, and a new president was appointed. The designation of the north campus was changed to Saddleback College North.

During this period, certain functions were centralized under the District's authority, while others were decentralized and became the responsibility of each campus.

Period V (1985-1992)

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

Saddleback College enjoyed a stable organization, consistent leadership by the institution's president of nine years, and an effective system of governance. Although the College

shared the financial concerns of other California community colleges at the time, as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon educational and institutional development.

Period VI (1992-2004)

The period between 1992 and the 2004 accreditation self-evaluation was marked by considerable administrative instability at both the College and the District. During this time frame, there were six changes in the presidency, four changes in the chancellor's position, and multiple changes in other management positions, such as the vice president for instruction and the vice president for student services, at the College.

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

The BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC in July 1997. This resulted in the transfer of five Saddleback College deans to IVC and the expansion of duties for the four deans who remained at Saddleback with each dean now in charge of very large "mega-divisions." When it became evident that the reduction in the number of deans at the College was too severe, a number of additional organizational changes were instituted. With input from all segments of shared governance, the College recommended, and the BOT agreed, to realign responsibilities and expand the number of deans.

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

Period VII (2004-2010)

Between 2004 and 2010, the administrative structure was considerably more stable than in previous periods. The 2004-2005 academic year was the first in more than a decade in which there were no freshmen deans. There was a change in presidency due to the retirement of the previous president, who was an employee of the College for over 30 years and served as president for the last four of those years. The current president was hired in 2008. The previous chancellor resigned in 2010 and was replaced by the deputy chancellor, who had been an employee of the district for 11 years. The vice president for student services retreated to the faculty of IVC in April 2010 and the vice president for instruction was hired as the president of Fullerton College. This opened up a new era of change at both the District and the College.

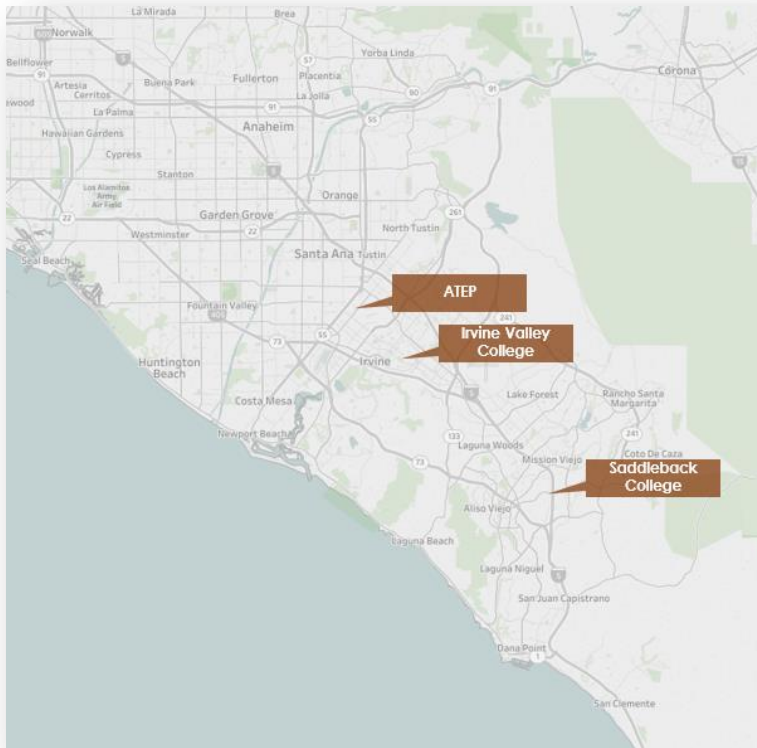
Period VIII (2010 to the present)

The period since the last accreditation self-evaluation has once again been marked by significant change. Adjustments to the administrative structure included the addition of a third vice president in 2012—the vice president for administrative services—and an assistant vice president for institutional effectiveness in 2016. There has been considerable turnover at all levels of District and College administration. Only three of the current deans were hired into their positions prior to 2010. The current vice president for student services was hired in 2010, and the current vice president for instruction was hired in 2013. These changes have accelerated throughout the period, culminating in the resignation of the chancellor in fall 2016 and the resignation of the president at the end of spring 2017. Therefore, both the District and College will each have a new CEO in 2017.

Description of Service Area

Community

Saddleback College, located in the city of Mission Viejo, is the older of two separately accredited colleges in the SOCCCD, which also includes Irvine Valley College (IVC), in the city of Irvine, as well as the new Advanced Technology & Education Park (ATEP), located in the city of Tustin. Overall, the College's major service area, sister campus, and District facilities are situated in a desirable location near stunning coastlines, quality K-12 school districts, major freeways, booming businesses, and growing metropolitan areas.



Map showing the location of Saddleback College, its sister campuses, and the surrounding communities.
Source. Office of Planning, Research and Accreditation 2016.

When it was founded in 1967, the College's neighboring areas were sparsely populated bedroom communities. Despite the Great Recession and the collapse of the housing market in 2008 and the state budget crisis in 2009, the local area has continued to grow slowly in the gradually renewing economy. Recent development and reinvestment of single-family, multi-family, and commercial real estate properties continues to draw new residents and businesses alike. As recently as last year, the growth in single and multi-family housing and retail centers has brought a fresh change after a five-year period of largely stagnant housing starts and retail development.

Community Demographics

The College's service area includes the cities and communities of Aliso Viejo, Capistrano Beach, Dana Point, El Toro, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon. These cities and unincorporated areas cover 126.3 square miles of south Orange County (CSU Fullerton, 2014 Orange County Progress Report).

The College's service area is home to over 600,000 total residents (EMSI 2015 Q3) of whom approximately 500,000 are 15 years of age or older (2010-2014 American Community Survey 5-

Year Estimates; EMSI 2015 Q3). The adult-aged population in the College's service area is projected to grow about 3.6 percent by the year 2020 and is therefore expected to grow by 0.6 percent annually over the next four years (2011-2031 Saddleback College Education Masterplan).

As of 2014, 47.9 percent of residents were male and 52.1 percent female (2010-2014 American Community Survey 5-Year Estimates). In addition, the ethnic diversity of the service area is as follows (EMSI 2015 Q3):

0.19%	Native Hawaiian/Pacific Islander
0.17%	American Indian/Alaskan Native
1.29%	Black/African American
3.06%	Other
10.03%	Asian
20.33%	Hispanic (Alone or with another Race)
64.92%	White, Non-Hispanic

The service area is experiencing growth in ethnic diversity. The Hispanic/Latino ethnic group has increased 7 percent over the last five years (EMSI 2015 Q3 comparison data) while Asian residents have increased by 11 percent and Black/African American residents have increased by 10 percent.

The age profile of local residents continues to be a matter of concern in the service area. There has been a decline in the school-age population (5-19 years old) in the last five years. This is a potential problem for education providers like the College as it relates to a shortage in the future supply of students. Currently the young adult population (20-34 years old) has increased in the last five years, but the pace of growth is slow. In the short term, the College might benefit from the slowly growing young adult population. In the long term, however, the shrinking elementary and high school population will pose a problem for the College in terms of total enrollments (Southern California Association of Governments). Furthermore, an influx of adults over 60 years old is anticipated as the baby boomer generation is expected to move to places like south Orange County for retirement living. The College's Emeritus Institute, which provides free education for older adults in order to promote lifelong learning, is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

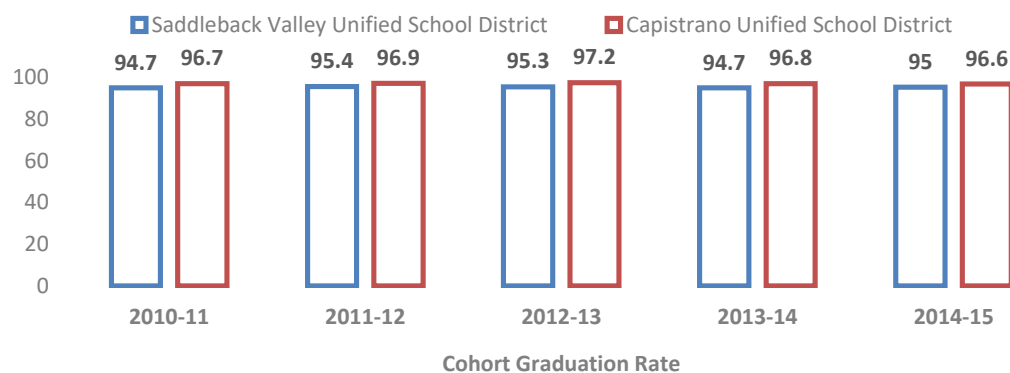
Economically, the service area has changed in the following ways in the past five years:

- The south Orange County population has experienced 2 percent growth
- Transportation infrastructure has not met the needs of a growing population
- The regional job market has had a 10.3 percent increase
- Unemployment rates have decreased

- Housing prices have continued to escalate, while affordable housing is shrinking
- Students living with parents for more affordable housing has increased
- Growth in the aging population has continued
- Need for workforce training to support middle and high-end jobs has increased

Education attainment levels in the service area continue to be very high. Completion of high school in the service area is very strong as 94.6 percent of the population has at least a high school degree. In terms of post-secondary education, on average, the service area has a population where 31.1 percent of adults 25 or older have a bachelor's degree and another 18.4 percent have a graduate degrees; this means that nearly half of the population has a bachelor's degree or higher (2010-2014 American Community Survey 5-Year Estimates). These rates stem from strong high school graduation rates for the two major feeder high school districts for the College (refer to chart X below).

HIGH SCHOOL GRADUATION RATES OF FEEDER SCHOOLS FOR SADDLEBACK COLLEGE

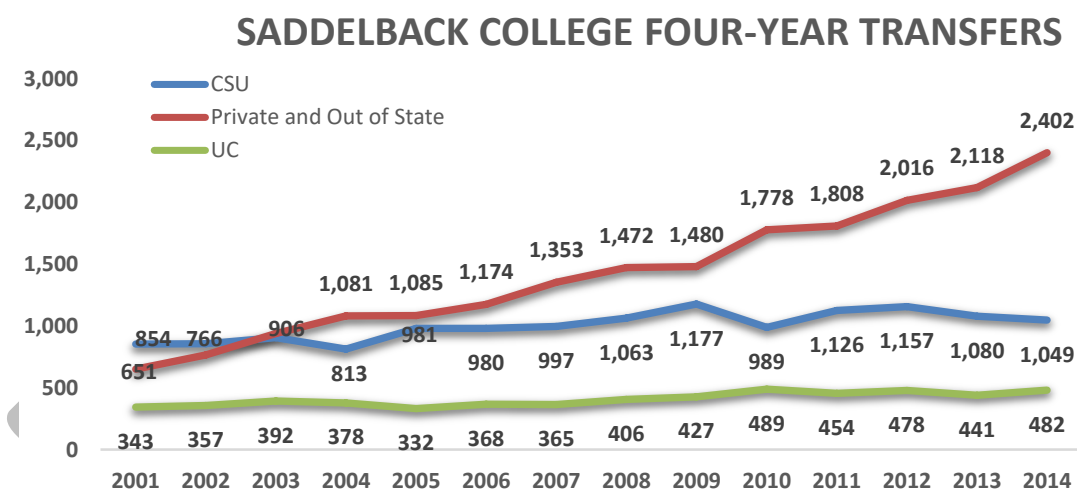


Source. California Longitudinal Pupil Achievement Data System (CALPADS)

During the recent economic recovery, employment rates for workers with a high school diploma have not fared as well as employment rates for those with a bachelor's degree or higher. In consideration of this disparity, the College has offered a variety of educational opportunities to promote economic and workforce development for those seeking high school completion. Adult education programs serve the region by collaborating with the Saddleback Valley Unified School District and the Capistrano Unified School District to provide adult education course in the areas of AESL (Adult English as a Second Language), citizenship, basic skills and high school equivalency, career and technical education (CTE), and pre-apprenticeship programs. Students may also gain educational credit through the Cooperative Work Experience/Work-Based Learning (CWE) program in which students can obtain a variety of work-related experiences for their educational pursuits. This program promotes collaboration and dialogue between the College and the employer or supervisor of the student. In the future, statewide initiatives, such as

the Strong Workforce initiative, will further promote skill-building opportunities through CTE pathways and programs.

The College feeds two major public institutions for students seeking to transfer to a four-year institution: the University of California, Irvine, and California State University, Fullerton. However, since 2008, increased student fees and tuition, escalating housing costs, and growth in the number of impacted academic programs in public four-year institutions have decreased the volume and rate of student transfer to these institutions (refer to chart below). The College's Transfer Center has responded by continuing to promote transfer-outs by referring students to colleges beyond the two local public four-year institutions. In doing so, the College has experienced significant growth in the volume of transfers to private and out-of-state institutions. In fact, transfers to private and in-state institutions have increased tenfold since the year 2000. Such findings indicate that the College is responsive to external forces that may impair four-year transfers in the local post-secondary education market.

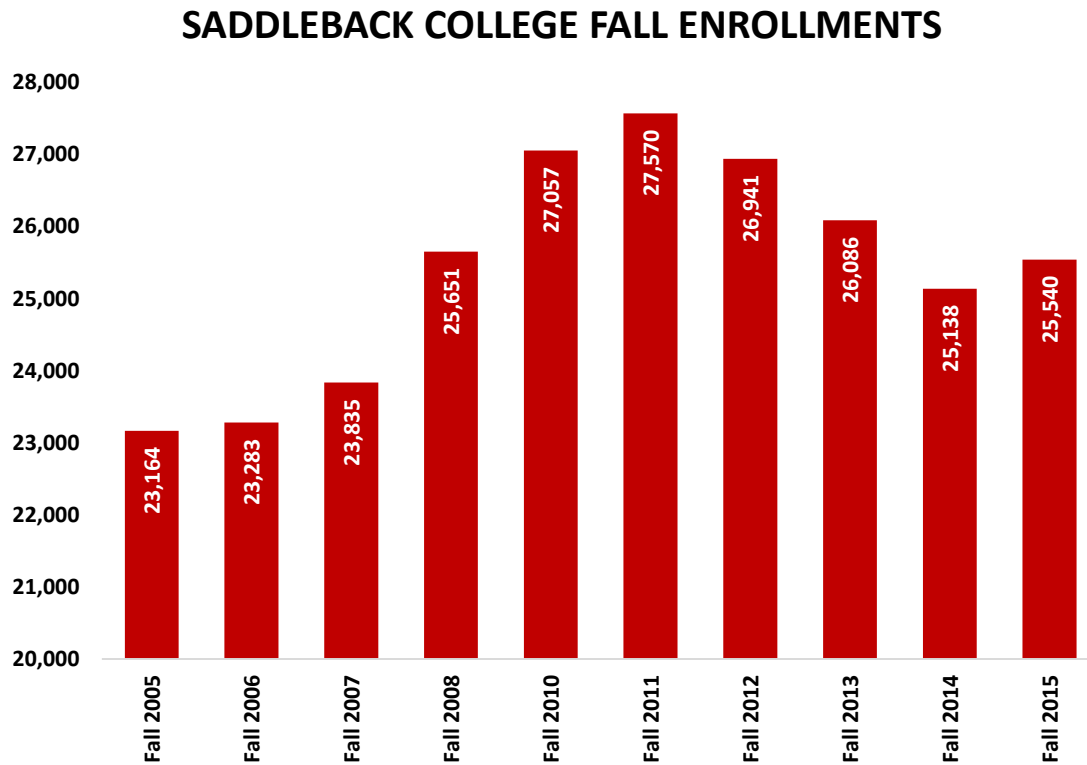


Source. SOCCCD inFORM Data Warehouse

Enrollment Trends and Description of Student Population

Student enrollment increased dramatically during the first 20 years of the College's existence. During the second 20-year period, enrollment remained fairly constant; numbers fluctuated between 22,000 and 24,000 students each fall with the exception of one significant dip to just over 19,000 enrolled students in fall 1995. Following the Great Recession, there has been a

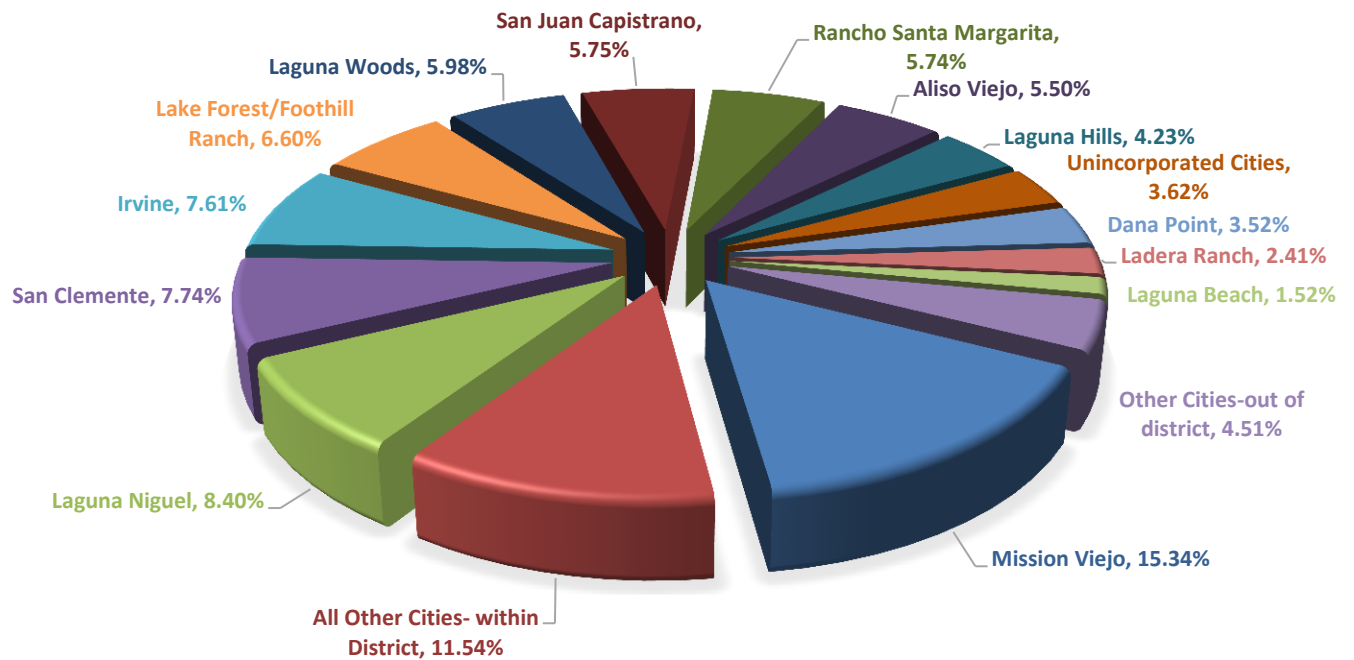
noticeable increase in students; fall enrollments climbed to over 25,000 in 2008. Following a dramatic peak of enrollments in 2011, the College has experienced some enrollment decline.



Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

Students from throughout the District's service area are drawn to the College. The chart below shows the cities in which the College's student population resided during the 2015-2016 academic year. As indicated by the chart, 88.5 percent of all students come from within the District.

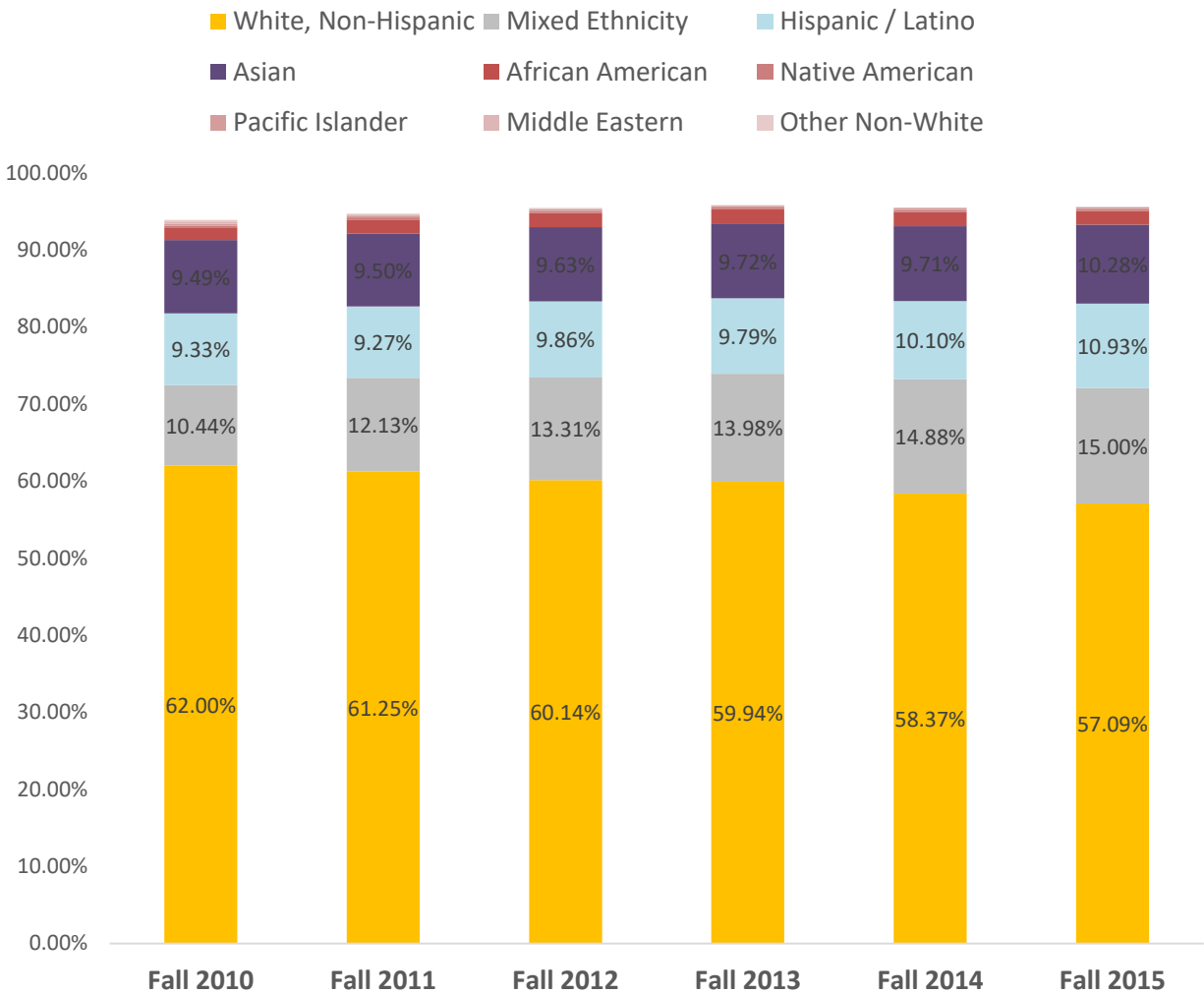
WHERE SADDLEBACK COLLEGE STUDENTS RESIDE



Source. SOCCCD inFORM Data Warehouse

The ethnic composition of the student population closely represents the surrounding community. In fact, the College's Student Equity Plan (SEP) (In-5) illustrated that there are no access issues in terms of disproportionate impact to historically underrepresented ethnic groups. Over the last five years, the College has seen a shifting demographic that illustrates a decrease in the proportions of White, Non-Hispanic students and increased quantities of students from mixed, Hispanic/Latino, and Asian ethnicities.

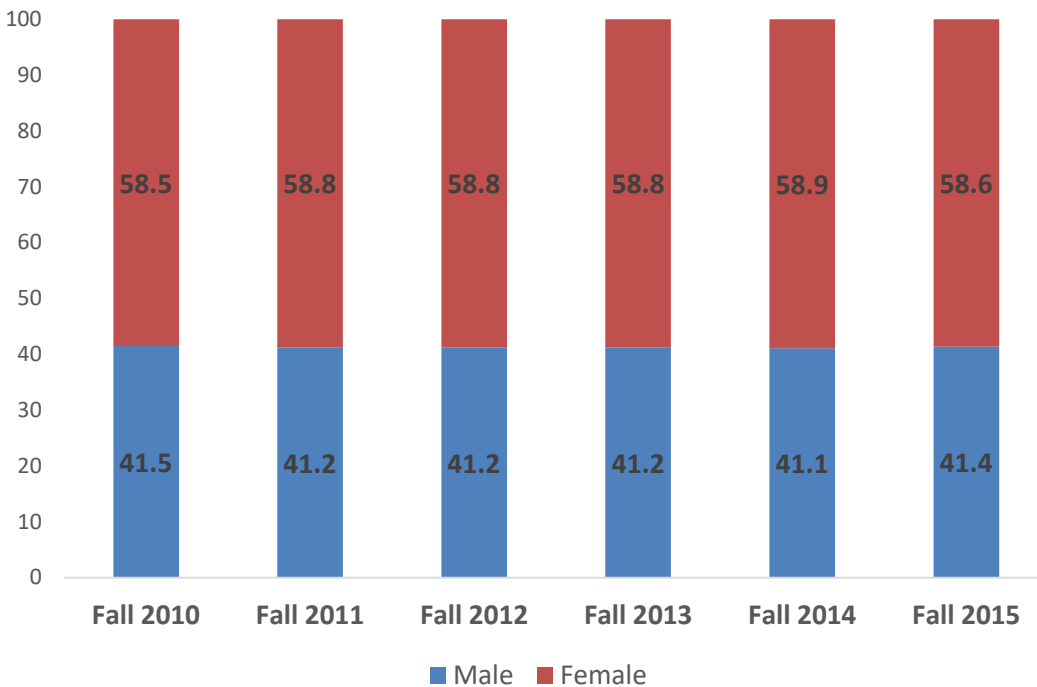
SADDLEBACK COLLEGE STUDENT ETHNIC DIVERSITY



Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

The portion of males to females has not changed dramatically in the last five years. Females continue to outnumber males by about seventeen percent.

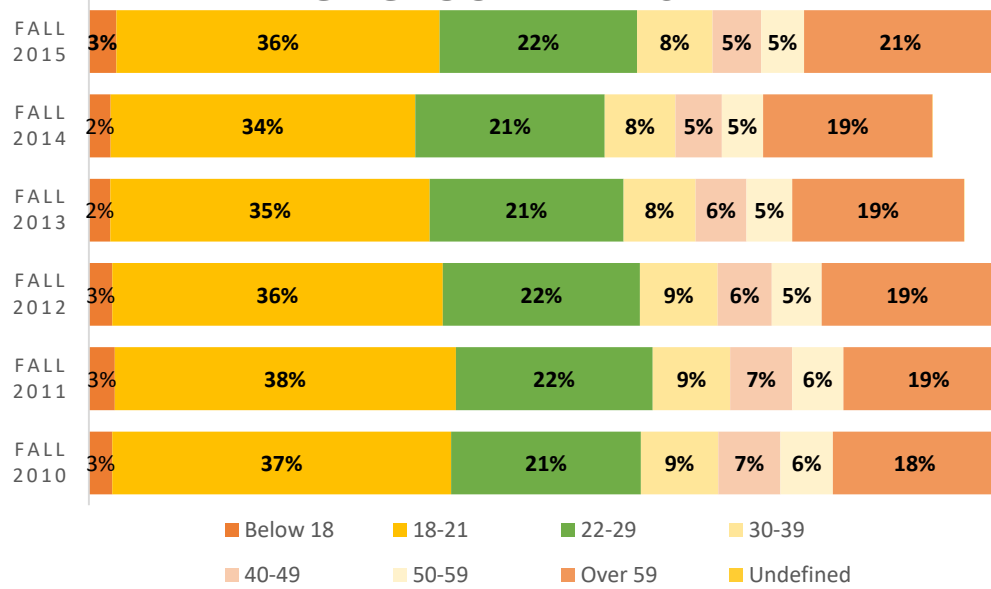
SADDLEBACK COLLEGE GENDER DIVERSITY



Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

The College has seen modest increases in the number of students who are older than 59 years of age in the last five years. Concomitantly, the proportion of students from the 18-21 age group has been slightly decreasing. As discussed previously, such findings are in line with larger economic trends, where demographic projections indicate lower numbers of high school aged students and thus lower numbers of students in that age group attending the College. Similar to economic reports, the College has seen a very modest uptick in the young adult population aged 22-29.

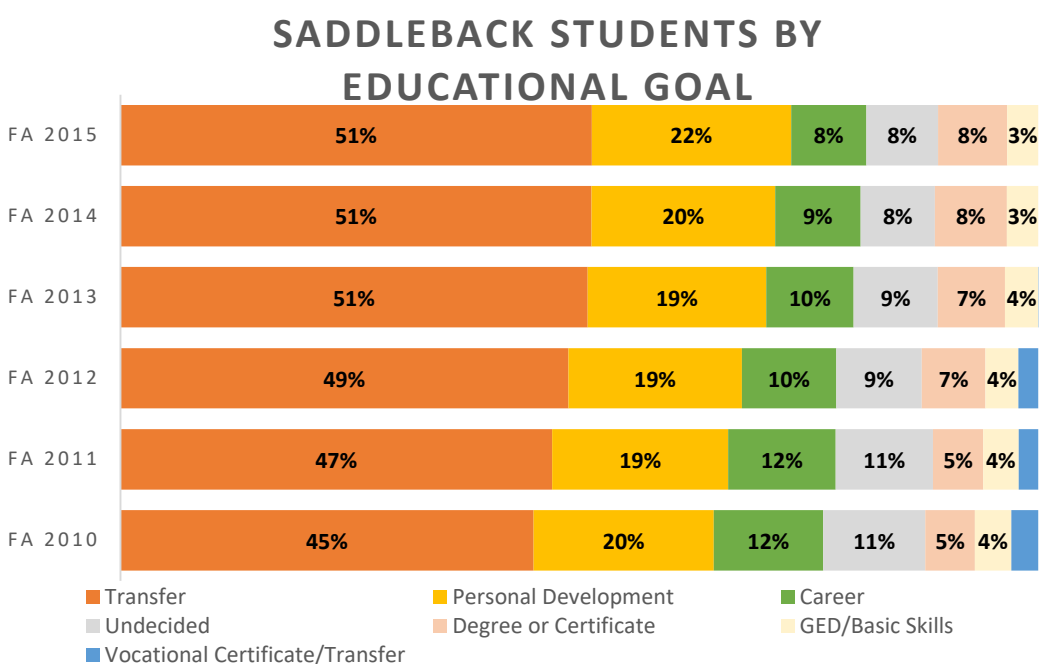
SADDLEBACK COLLEGE STUDENTS AGE GROUP DIVERSITY



Student Age Groups	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Below 18	697	766	696	638	648	769
18-21	10,098	10,166	9,853	9,514	9,075	9,099
22-29	5,655	5,867	5,873	5,777	5,651	5,550
30-39	2,303	2,313	2,310	2,152	2,101	2,120
40-49	1,855	1,843	1,620	1,516	1,387	1,372
50-59	1,560	1,527	1,485	1,357	1,226	1,205
Over 59	4,885	5,085	5,101	5,128	5,047	5,422
Undefined	4	3	3	4	3	3
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

Student educational goals reflect the diversity of programs offered at the College. The largest percentage of students enroll at the College in order to transfer to four-year colleges and universities, while other students enroll to attain a degree or certificate without transfer, for CTE, for career advancement, for the improvement of their basic skills, or for personal development. Meanwhile, a fair number of students have declared “undecided” as their educational goal. Such findings point to the need to understand the transient nature of educational goal-setting among the population of millennials, generation Y students, and generation X students.



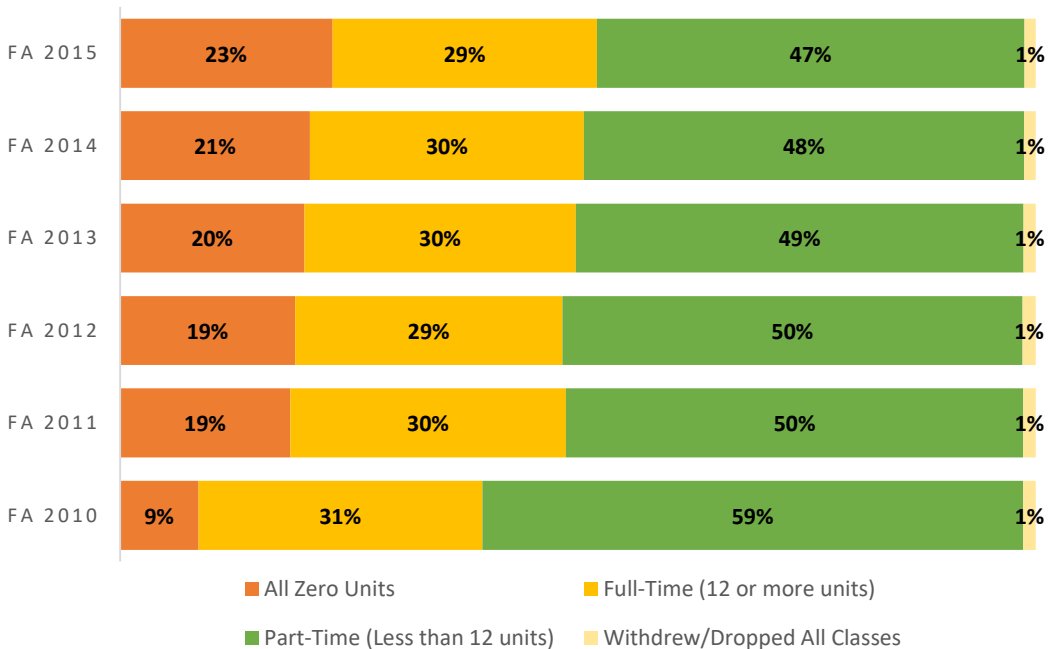
Educational Goal	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer	12,187	12,971	13,152	13,286	12,908	13,119
Personal Development	5,305	5,290	5,090	5,069	5,026	5,546
Career	3,226	3,224	2,773	2,483	2,341	2,093
Undecided	3,013	2,930	2,509	2,393	2,035	1,998
Degree or Certificate	1,458	1,501	1,867	1,915	1,969	1,926
GED/Basic Skills	1,074	1,066	971	939	859	858

Vocational Certificate/Transfer	794	588	579	1		
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

With roughly 30 percent of students attending full-time, the ratio of full-time to part-time students has changed gradually over the past five years

SADDLEBACK COLLEGE STUDENTS BY ENROLLMENT STATUS



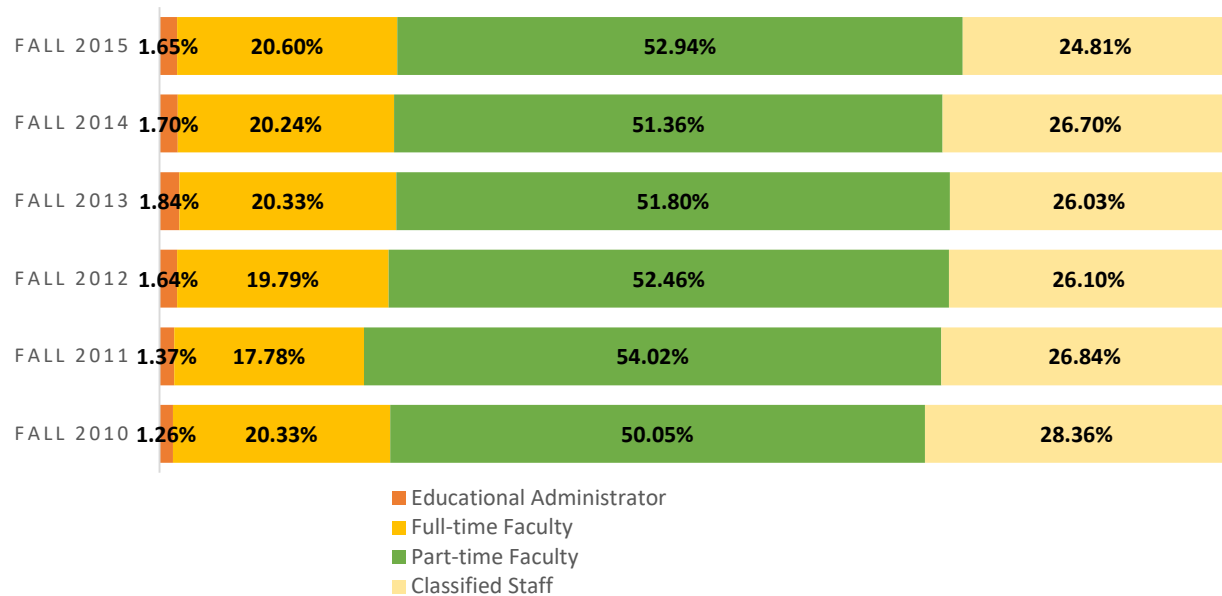
Unit Status of Students	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
All Zero Units	2,316	5,129	5,152	5,255	5,216	5,925
Full-Time	8,387	8,293	7,862	7,729	7,515	7,378
(12 or more units)						
Part-Time	15,979	13,773	13,535	12,752	12,089	11,923
(Less than 12 units)						
Withdrew/Dropped All Classes	375	375	392	350	318	314
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

Employee Demographics

The College has seen gradual growth in employees over the past six years. The main contribution to this growth is the increased numbers of full and part-time faculty. The largest category of employees is part-time faculty, followed by classified staff, full-time faculty, and then administrators and managers.

SADDLEBACK COLLEGE EMPLOYEES BY ROLE

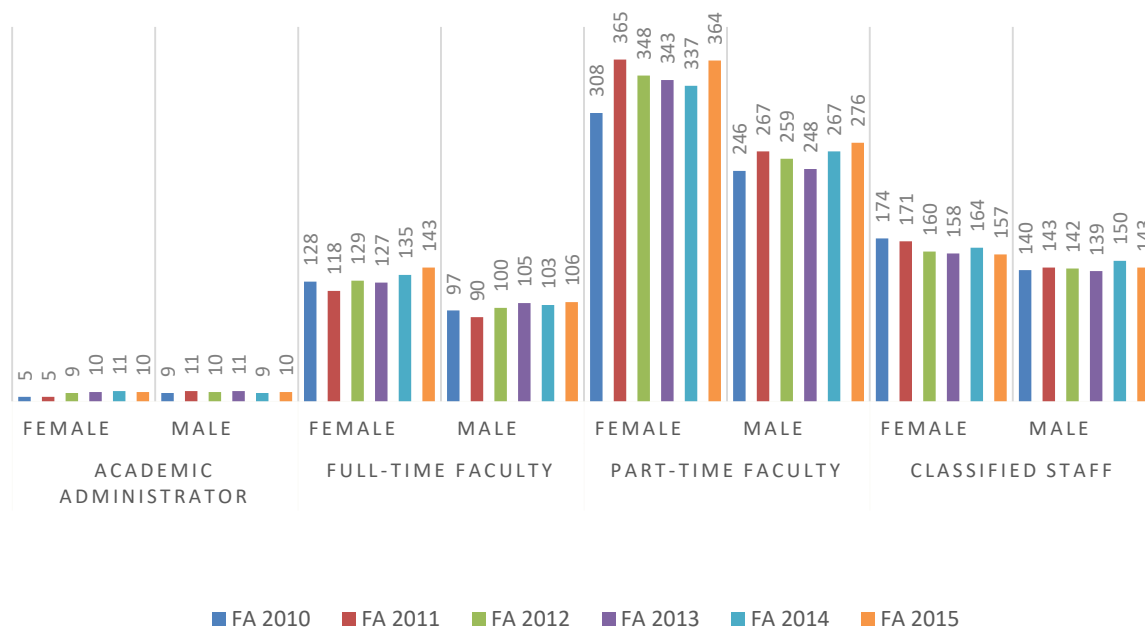


Employee Role	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrator	14	16	19	21	20	20
Full-time Faculty	225	208	229	232	238	249
Part-time Faculty	554	632	607	591	604	640
Classified Staff	314	314	302	297	314	300
Saddleback Total	1,107	1,170	1,157	1,141	1,176	1,209

Source. California Community College Chancellor's Office (CCCCO) DataMart

The gender diversity of employees at the College has not improved. In fact, the College continues to increasingly have more female employees than male employees. Given the regulation within the SOCCCD that an Equal Employment Opportunity representative is at every hiring committee [fact check this], the increase in female employees is unexpected. While there has been a steady split between male and female academic administrators over the past six years, the College is hiring more female full and part-time faculty. In contrast, the College is seeing a gradual decrease in the number of female classified staff members concurrent with the steady state of classified male staff members.

SADDLEBACK COLLEGE EMPLOYEE DIVERSITY BY GENDER



Source. California Community College Chancellor's Office (CCCCO) DataMart

In terms of employee diversity with respect to ethnicity, there are a number of positive changes that have taken place. First, the increase in Hispanic/Latino academic administrators has made this employee group more reflective of the local population. Classified staff also has become increasingly diverse. Overall, Asian employees are underrepresented in comparison to the local population. The Office of Human Resources at the District has an Equal Opportunity Plan that serves as a recruiting guide to ensure fairness in recruitment and hiring practices.

SADDLEBACK COLLEGE EMPLOYEE DIVERSITY BY ROLE AND ETHNICITY

	FA 2010		FA 2011		FA 2012		FA 2013		FA 2014		FA 2015	
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
Saddleback Total	1,107	100.0%	1,170	100.0%	1,157	100.0%	1,141	100.0%	1,176	100.0%	1,209	100.0%
Academic Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
African-American		0.0%		0.0%	1	5.3%	1	4.8%	1	5.0%	1	5.0%
Asian		0.0%		0.0%		0.0%	1	4.8%	1	5.0%	1	5.0%
Hispanic	1	7.1%	1	6.3%	1	5.3%	1	4.8%	2	10.0%	5	25.0%
Unknown		0.0%		0.0%	1	5.3%	2	9.5%	3	15.0%	2	10.0%
White Non-Hispanic	13	92.9%	15	93.8%	16	84.2%	16	76.2%	13	65.0%	11	55.0%
Full-time Faculty	225	20.3%	208	17.8%	229	19.8%	232	20.3%	238	20.2%	249	20.6%
African-American	7	3.1%	4	1.9%	5	2.2%	5	2.2%	5	2.1%	6	2.4%
American Indian/Alaskan	3	1.3%	2	1.0%	1	0.4%	2	0.9%	2	0.8%	2	0.8%
Asian	13	5.8%	14	6.7%	16	7.0%	13	5.6%	13	5.5%	8	3.2%
Hispanic	20	8.9%	19	9.1%	22	9.6%	23	9.9%	23	9.7%	21	8.4%
Pacific Islander	1	0.4%		0.0%		0.0%		0.0%		0.0%		0.0%
Unknown	8	3.6%	13	6.3%	22	9.6%	28	12.1%	34	14.3%	29	11.6%
White Non-Hispanic	173	76.9%	156	75.0%	163	71.2%	161	69.4%	161	67.6%	183	73.5%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
African-American	9	1.6%	14	2.2%	14	2.3%	8	1.4%	8	1.3%	13	2.0%
American Indian/Alaskan	8	1.4%	9	1.4%	9	1.5%	6	1.0%	6	1.0%	8	1.3%
Asian	43	7.8%	46	7.3%	38	6.3%	42	7.1%	41	6.8%	39	6.1%
Hispanic	43	7.8%	45	7.1%	44	7.2%	42	7.1%	47	7.8%	54	8.4%
Multi-Ethnicity		0.0%		0.0%		0.0%	3	0.5%	5	0.8%	1	0.2%
Pacific Islander		0.0%	1	0.2%		0.0%	1	0.2%	1	0.2%		0.0%
Unknown	18	3.2%	46	7.3%	63	10.4%	63	10.7%	60	9.9%	51	8.0%
White Non-Hispanic	433	78.2%	471	74.5%	439	72.3%	426	72.1%	436	72.2%	474	74.1%
Classified Staff	314	28.4%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
African-American	13	4.1%	12	3.8%	13	4.3%	11	3.7%	12	3.8%	11	3.7%
American Indian/Alaskan	5	1.6%	5	1.6%	4	1.3%	4	1.3%	3	1.0%	3	1.0%
Asian	24	7.6%	24	7.6%	21	7.0%	21	7.1%	22	7.0%	11	3.7%
Hispanic	60	19.1%	61	19.4%	61	20.2%	64	21.5%	66	21.0%	68	22.7%
Unknown	18	5.7%	20	6.4%	22	7.3%	20	6.7%	23	7.3%	28	9.3%
White Non-Hispanic	194	61.8%	192	61.1%	181	59.9%	177	59.6%	188	59.9%	179	59.7%

Source. California Community College Chancellor's Office (CCCCO) DataMart

Note. Percentages are calculated by role.

With respect to employee age groups, there have been modest variations in the past six years. The demography shows a shifting age profile; whereas the largest share of administrators was once the 55-59 age group, the largest group is now 60-64. Interestingly, the College has also brought on a wide array of younger administrators across a broad spectrum of age groups. Among full and part-time faculty, age distributions have stayed the same. For classified staff, a shift in lower numbers of those aged 18-34 has been offset by a higher number of those aged 50-54.

SADDLEBACK COLLEGE AGE DIVERSITY OF EMPLOYEES BY ROLE

	FA 2010	FA 2010	FA 2011	FA 2011	FA 2012	FA 2012	FA 2013	FA 2013	FA 2014	FA 2014	FA 2015	FA 2015
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
<i>Saddleback Total</i>	<i>1,107</i>	<i>100.0%</i>	<i>1,170</i>	<i>100.0%</i>	<i>1,157</i>	<i>100.0%</i>	<i>1,141</i>	<i>100.0%</i>	<i>1,176</i>	<i>100.0%</i>	<i>1,209</i>	<i>100.0%</i>
Acad. Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
18 to 34	1	7.1%	1	6.3%		0.0%		0.0%	1	5.0%	1	5.0%
35 to 39	1	7.1%		0.0%	2	10.5%	2	9.5%	3	15.0%	3	15.0%
40 to 44	2	14.3%	3	18.8%	3	15.8%	3	14.3%		0.0%	3	15.0%
45 to 49	1	7.1%	2	12.5%	2	10.5%		0.0%	3	15.0%	3	15.0%
50 to 54		0.0%		0.0%	1	5.3%	3	14.3%	2	10.0%	2	10.0%
55 to 59	5	35.7%	3	18.8%	3	15.8%	2	9.5%	2	10.0%	2	10.0%
60 to 64		0.0%	2	12.5%	4	21.1%	6	28.6%	6	30.0%	5	25.0%
65 to 69	3	21.4%	1	6.3%	2	10.5%	3	14.3%	1	5.0%		0.0%
70+	1	7.1%	4	25.0%	2	10.5%	2	9.5%	2	10.0%	1	5.0%
Full-time Faculty	225	20.3%	208	17.8%	229	19.8%	232	20.3%	238	20.2%	249	20.6%
18 to 34	22	9.8%	19	9.1%	22	9.6%	22	9.5%	17	7.1%	22	8.8%
35 to 39	22	9.8%	23	11.1%	29	12.7%	26	11.2%	35	14.7%	34	13.7%
40 to 44	19	8.4%	26	12.5%	27	11.8%	33	14.2%	32	13.4%	30	12.0%
45 to 49	27	12.0%	25	12.0%	29	12.7%	33	14.2%	28	11.8%	32	12.9%
50 to 54	29	12.9%	33	15.9%	32	14.0%	27	11.6%	35	14.7%	34	13.7%
55 to 59	41	18.2%	37	17.8%	37	16.2%	34	14.7%	35	14.7%	32	12.9%
60 to 64	44	19.6%	30	14.4%	35	15.3%	36	15.5%	35	14.7%	36	14.5%
65 to 69	18	8.0%	14	6.7%	14	6.1%	18	7.8%	17	7.1%	23	9.2%
70+	3	1.3%	1	0.5%	4	1.7%	3	1.3%	4	1.7%	6	2.4%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
18 to 34	68	12.3%	88	13.9%	89	14.7%	88	14.9%	86	14.2%	93	14.5%
35 to 39	53	9.6%	60	9.5%	59	9.7%	63	10.7%	68	11.3%	71	11.1%
40 to 44	67	12.1%	87	13.8%	78	12.9%	69	11.7%	74	12.3%	76	11.9%
45 to 49	57	10.3%	62	9.8%	61	10.0%	51	8.6%	67	11.1%	72	11.3%
50 to 54	66	11.9%	63	10.0%	50	8.2%	65	11.0%	55	9.1%	68	10.6%
55 to 59	92	16.6%	89	14.1%	89	14.7%	81	13.7%	65	10.8%	66	10.3%
60 to 64	69	12.5%	87	13.8%	78	12.9%	72	12.2%	80	13.2%	82	12.8%
65 to 69	49	8.8%	52	8.2%	60	9.9%	57	9.6%	59	9.8%	60	9.4%
70+	33	6.0%	44	7.0%	43	7.1%	45	7.6%	50	8.3%	52	8.1%
Classified Staff	314	28.4%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
18 to 34	57	18.2%	47	15.0%	41	13.6%	39	13.1%	46	14.6%	37	12.3%
35 to 39	15	4.8%	21	6.7%	21	7.0%	27	9.1%	28	8.9%	24	8.0%
40 to 44	24	7.6%	25	8.0%	26	8.6%	29	9.8%	28	8.9%	22	7.3%
45 to 49	42	13.4%	40	12.7%	39	12.9%	31	10.4%	32	10.2%	38	12.7%
50 to 54	54	17.2%	52	16.6%	51	16.9%	57	19.2%	61	19.4%	62	20.7%
55 to 59	59	18.8%	59	18.8%	50	16.6%	53	17.8%	51	16.2%	48	16.0%
60 to 64	39	12.4%	46	14.6%	48	15.9%	34	11.4%	39	12.4%	41	13.7%
65 to 69	15	4.8%	11	3.5%	13	4.3%	14	4.7%	18	5.7%	18	6.0%
70+	9	2.9%	13	4.1%	13	4.3%	13	4.4%	11	3.5%	10	3.3%

Source. California Community College Chancellor's Office (CCCCO) DataMart

Note Percentages are calculated by role.

Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

As reflected in Standard I.B.3, the College widely and publicly provides achievement outcomes on important indicators of student success on its website. The college's Office of Planning, Research and Accreditation (OPRA) also widely presents (In 1-01) achievement outcomes on the College's performance on the CCCO Scorecard for the following constituent groups:

- Consultation Council (In 1-02)
- Planning and Budget Steering Committee (In 1-03)
- SOCCCD Board of Trustees (In 1-04)

OPRA also maintains a website that hosts a compendium of publicly available analytical reports on achievement outcomes within the College Data and Reports microsite of the research website (In 1-05). These reports are not only maintained publicly, but updated annually. These reports are externally available to encourage anyone at the College to use the information for both short and long-term planning. Because data is disaggregated in the longitudinal cohort studies, the findings are also used to inform the SEP (In 1-06).

The College also widely shares and discusses information pertaining to student achievement data in the ACCJC Annual Report. OPRA then presents the ACCJC Annual Report data and encourages discussion among the following constituent groups:

- Academic Senate (In 1-07; In 1-08)
- Consultation Council (In 1-09)
- Planning and Budget Steering Committee (In 1-10)

Analyses of Student Achievement Data

The publicly available analytical reports that OPRA provides are categorized by cohort longitudinal studies (Scorecard) versus point-in-time analyses (DataMart, SIS). Both types of analytic reports are used to determine the degree to which the College continues to serve its mission. Cohort studies assess longitudinal outcomes of students starting a degree, certificate, or transfer-directed field of study and their outcomes as they pertain to four key outcomes: student progress and achievement defined as six-year completion rates (In 1-11); persistence rates defined as enrollment in three consecutive primary terms (In 1-12); the 30 units rate defined as six-year completion rates of 30 units (In 1-13); remedial completion rates defined as six-year completion rates of remedial to college-level courses (In 1-14). Point-in-time studies on the OPRA website highlight other key performance indicators (KPIs), such as successful course completion and course retention (In 1-15). Volume/Output studies assess trends in volume of degrees and certificates (In 1-16) and volume of transfers (In 1-17). The College also assesses the extent to which it serves its mission through demographic analyses (In 1-18) as well as through SEP research (In 1-19).

Presentation and Definition of Achievement Data and Institution-Set Standards

This section will first describe the institutional process of reviewing and integrating student achievement outcomes, institution-set standards (ISS), and goals at the College. The section will conclude with a data table containing the College's definitions of the pertinent student achievement outcomes, the ISS for these outcomes, goals, and recent performance in these areas.

Student Progress and Achievement Rate (SPAR)

The College addresses student achievement through accomplishment of its mission and Districtwide objectives as stated in its Strategic Plan. Strategic Objective 2.1 of the plan it to "Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps."

The College and District participate in identifying stretch goals (called targets at the College) for the **Student Progress and Achievement Rate (SPAR)**—also known as the **six-year** completion rates of degrees, certificates, or transfer-level coursework—as part of its District-wide Planning Council annual retreat (In 1-20). SPAR is further defined in the data table in the following section including ISS. As part of its Strategic Plan, the College aims to increase the SPAR by 2.5 percent by the year 2020. The strategic objective is outlined such that the College gradually increases this rate each year to hit the target by 2020. For 2014-2015, the College’s goal was to hit a 58.1 percent SPAR, and it exceeded its goal by getting a rate of 59 percent. Further data on SPAR is presented in the data table in the following section. The institution has not yet adopted ISS for the SPAR rate (**refer to the college institution-set standard data table below**), but there are plans to do so through participation in activities identified in the Quality Focus Essay (QFE).

As the table below identifies, SPAR rates vary by demographic characteristics.

SADDLEBACK COLLEGE STUDENT PROGRESS AND ACHIEVEMENT RATE BY GENDER AND ETHNICITY

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	2,356	58.5%	2,502	57.1%	2,674	57.1%	2,865	57.8%	2,885	59.0%
Female	1,131	59.8%	1,230	58.6%	1,303	59.3%	1,372	59.8%	1,336	60.6%
Male	1,225	57.3%	1,262	55.4%	1,350	55.0%	1,459	55.7%	1,516	57.5%
< 20 years old	2,082	60.5%	2,215	59.3%	2,345	59.4%	2,514	60.5%	2,506	60.7%
20 to 24 years old	158	43.7%	170	42.4%	196	45.9%	189	37.0%	214	48.1%
25 to 39 years old	75	40.0%	71	36.6%	73	37.0%	95	38.9%	102	44.1%
40+ years old	40	47.5%	45	40.0%	60	31.7%	67	40.3%	63	50.8%
African American	59	47.5%	57	49.1%	59	50.8%	64	48.4%	49	38.8%
American Indian/Alaska	13	38.5%	20	65.0%	16	31.3%	28	50.0%	Suppressed	62.5%

Native

Asian	133	69.2%	137	68.6%	179	76.0%	159	67.3%	152	76.3%
Filipino	51	52.9%	46	52.2%	60	53.3%	69	60.9%	69	69.6%
Hispanic	367	46.6%	384	46.9%	418	46.9%	483	49.7%	643	53.5%
Pacific Islander	18	38.9%	24	45.8%	23	39.1%	20	50.0%	16	43.8%
White	1,570	61.1%	1,619	58.4%	1,609	58.3%	1,733	58.1%	1,710	59.8%

The College aims to close the achievement gap between prepared and unprepared students.

SADDLEBACK COLLEGE STUDENT PROGRESS AND ACHIEVEMENT RATE

<i>Completion Rates</i>	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
<i>Prepared</i>	968	73.2%	1,043	69.7%	1,194	69.0%	1,354	69.9%	1,362	71.3%
<i>Unprepared</i>	1,388	48.2%	1,459	48.1%	1,480	47.6%	1,511	46.9%	1,523	48.0%

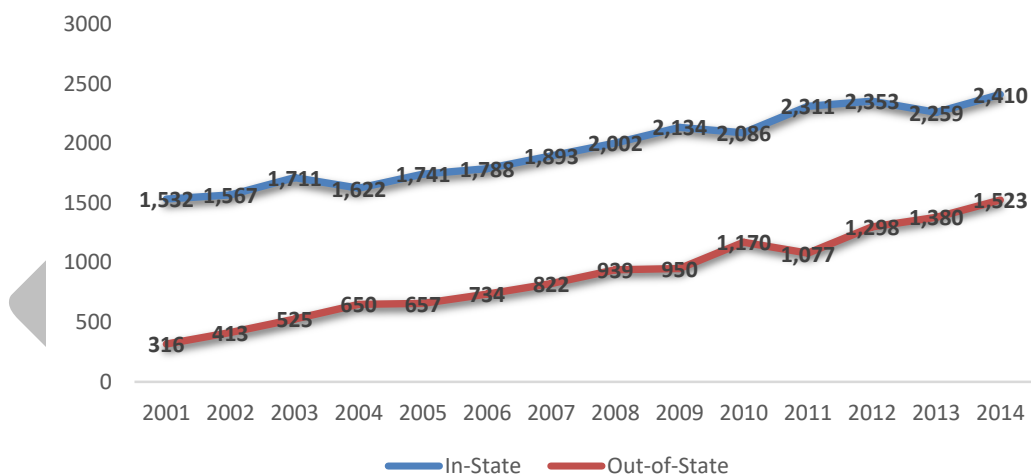
One way the College has responded is by participation in the California Acceleration Project (CAP). Participation in this project not only offers the opportunity to see improvements, but also, through its participation in CAP, the College also monitors its progress in placement and assessment in key areas such as English and math (In 1-31).

OPRA has also begun a collaborative partnership with key individuals working on the Basic Skills Initiative. Thus far, the College has started “deep dives” of data on students’ progress and achievement and has presented this information during the College’s Professional Development Week (In 1-21). This research has uncovered novel findings on course-taking patterns. These findings and others inform improvements. Additionally, the College’s new Level Up Basic Skills and Student Outcomes Transformation Grant will address successful outcomes in completion rates.

Transfers

The College assesses total transfer volume through broad-based dialogue and public presentations about trends (In 1-22). While the College has historically presented these institution-wide transfer trends, it has recently added more educational components related to transfer trends and the external factors surrounding transferability (In 1-23). As illustrated in the previous section of this document, transfer volume is on the rise, with the most recent report showing that the College transferred 3933 students in 2014 versus 2236 in the year 2003. In the future, the College will create stretch goals for transfer numbers and integrate these into College planning activities, such as the Strategic Plan. The College has now adopted new ISS for transfers and has exceeded its set standards by 4.32 percent. The College has been focused on diversifying transfer school options for students who cannot get into the CSU or UC system and is seeing dramatic growth outside of California (refer to chart below). Thus, it is not surprising that the College has exceeded its recently adopted ISS for transfer volume.

SADDLEBACK COLLEGE IN-STATE VS. OUT-OF-STATE TRANSFERS TO A FOUR-YEAR INSTITUTION

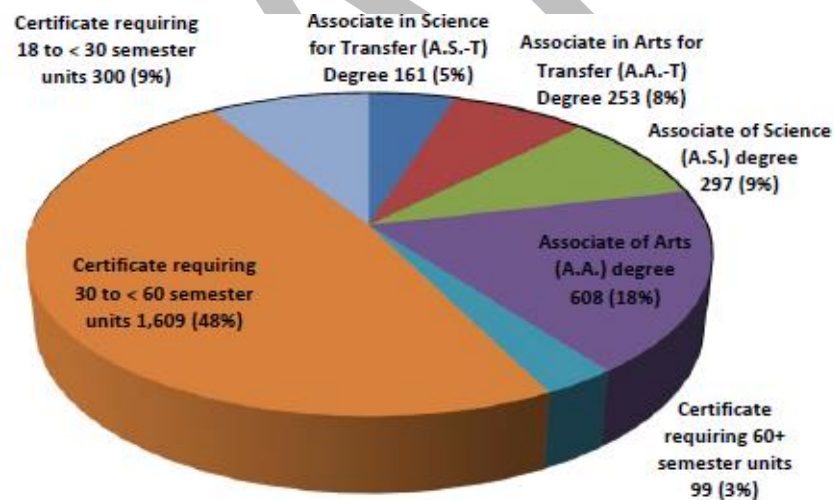


Source. SOCCCD inFORM Data Warehouse

Degrees and Certificates

Trends in the volume of degrees and certificates are examined as part of the institution's program review process (In 1-24). Award data are examined for year-over-year trends, and faculty are expected to reflect upon these trends as they relate to creating program-level objectives and action steps as well as resource allocation requests. The College also conducts multiyear assessments of degree and certificate output (In 1-16). These research reports are publicly available on the college's OPRA website. From 2006-2007 through 2009-2010 the total number of awards increased by 114 percent, an increase from 1274 awards to 2732. The College continues to have a steady increase in its volume of awards. The chart below shows the College's make up of awards as highlighted by the College's in-depth report (In 1-16).

SADDLEBACK COLLEGE AWARD COMPOSITION 2014-2015



The College has conducted broad-based discussion of award data and trends through the review of ISS. The goals and ISS are further articulated, along with the definition of this achievement outcome, in the ISS table in the following section. Through activities mentioned in the QFE, the College will further integrate the ISS for degrees and certificates into the College Strategic Plan.

Successful Course Completion

Successful course completion is examined as part of the institution's program review data (In-25). Course completion is examined for six-year trends and faculty are expected to reflect upon these rates as they relate to creating objectives, action steps, and resource allocation requests. The College is currently in a process of broad-based dialogue about creating appropriate ISS for successful course completion within program review and planning. Division deans, department chairs, and strategic planning groups have been provided with an initial approach to setting program-level standards and will be asked to critically review these standards before integrating them into program review (In-26).

The College has conducted broad-based discussion of course completion rates for the institution at large through its process of setting one-year and six-year goals via the Institutional Effectiveness Partnership Initiative (In 1-27). The goals and ISS are further articulated, along with the definition of this achievement outcome, in the table in the following section. The College also participates in a Collegewide review of ISS for course completion. The process of reviewing the data on ISS for Collegewide course completion has indicated a need for greater expansion of metric review as identified in the QFE.

The College's course completion rates in credit-bearing courses has been increasing over the past six years. Using the newly revised definitions of the College's recently updated ISS, the College is above the standard of 70.04 percent. It should be noted that ISS are applied on a rolling basis with each new fall term.

Fall Course Success Rates	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Saddleback College Overall	74.75%	74.84%	71.31%	70.42%	71.59%	72.98%
By Gender						
Declined to State	75.54%	76.03%	72.91%	68.08%	71.18%	70.47%

Female	77.56%	77.50%	73.24%	72.44%	73.61%	75.59%
Male	71.47%	71.97%	69.15%	68.31%	69.39%	70.24%
By Ethnicity						
African American	62.12%	63.25%	59.16%	58.68%	60.62%	63.15%
Asian	78.85%	79.39%	76.60%	73.79%	76.84%	77.11%
Decline to State	78.70%	77.63%	72.52%	71.55%	71.40%	69.53%
Hispanic / Latino	70.30%	70.72%	66.17%	65.36%	66.33%	66.65%
Middle Eastern	85.23%	79.49%	79.17%	76.92%	70.00%	33.33%
Mixed Ethnicity	69.60%	71.27%	68.16%	67.98%	68.88%	70.92%
Native American	67.86%	63.92%	72.43%	73.86%	66.67%	75.78%
Other Non-White	78.57%	81.05%	83.78%	80.00%	81.82%	25.00%
Pacific Islander	74.77%	73.75%	71.01%	73.87%	57.50%	65.49%
White, Non-Hispanic	75.98%	76.16%	72.87%	72.14%	73.46%	74.98%
By Instructional Method						
Lecture	73.63%	74.20%	70.36%	69.52%	70.45%	71.43%
Internet/Distance Education	64.10%	67.39%	63.29%	62.84%	64.33%	69.07%
Hybrid	65.83%	67.14%	64.21%	67.79%	68.39%	69.62%
By Basic Skills Type						
Basic Skills Course	64.53%	68.68%	64.23%	63.49%	68.10%	60.54%
Not a Basic Skills Course	75.19%	75.13%	71.67%	70.80%	71.81%	74.05%

Female students are more likely than males to be successful in courses. In addition, historically underrepresented ethnic groups show a lower likelihood of course success. In-depth research (In-19) has confirmed that course completion is the greatest hurdle among the examined indicators to measure. The College has also acknowledged its lower course success in distance education (DE) courses through its new plans for online education. The basic skills course success rate is lower than success rates in college credit-bearing courses. The College's Learning Resource Center works continuously to respond to these rates and addresses them through a variety of mechanisms, such as tutoring, workshops, online instructional materials, and supplemental instruction.

Job Placement Rates for CTE Programs

The College currently enrolls over 9000 unique students in CTE courses. There has been a 13.5 percent decline in CTE enrollment the past six years, and the College recognizes the need to dynamically innovate programs to meet labor market demands.

Enrollment in CTE Courses	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Unduplicated Student Headcount	10,628	10,757	9,909	9,417	9,140	9,185
Enrollment Count at Census	18,025	17,814	16,187	15,297	15,216	15,004
Number of Full-Time Equivalent Students	2,061.26	2,114.56	1,937.13	1,905.55	1,950.61	1,946.78

The College participates in an annual review of its performance regarding job-placement rates using ISS through the review of KPIs related to strategic planning Goal 3, “[To] advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.” At the College, with the exception of the Nursing CTE programs, job-placement rates are identified through the Perkins Core Indicator report. Job-placement rates for Nursing were identified through the California Board of Registered Nursing 2014-2015 Annual School Report (In 1-28). Program-specific faculty content experts reviewed the job-placement rates and had input into the job-placement rates that were accepted as program-level ISS.

The College and District created a KPI that is a “stretch goal” for the College’s job-placement rate. This stretch goal is calculated from the percentage of CTE programs with more than 10 completers who were above the ISS for job-placement rates. As part of its annual strategic planning review process, the College found that in 8 out of 9 programs (89 percent) that job-placement rates were above the ISS. At the College, ISS for job-placement rates are identified through the Perkins Core Indicator report, and the process is faculty driven.

In terms of data on job placement ISS, discussion, training and analysis have been done by various members of the College. For example, several administrators attended the California Community College Association of Occupational Education conference to learn about job-placement data and to receive training on LaunchBoard. The College is now assessing new tools such as EMSI and LaunchBoard for program review and revitalization and has increased its focus on completion rates and job placements. Refer to (In 1-29) for the most recent analysis of all CTE programs.

Licensure Passage Rates

The College also participates in an annual review of programs for which an examination for licensure is required. For the ISS regarding licensure-exam pass rates and job-placement rates, faculty content experts set the ISS based on dialogue within their programs. Typically, for ISS in the Health Sciences and Human Services (HSHS) Division related to licensure-exam pass rates, ISS were set either at or above state and national averages. These pass rates have been described in program review for years, but were first identified as formal program-level ISS in 2015. For example, Nursing utilized National Council for State Boards of Nursing (NCSBN) licensure pass rates in 2014 for state (84 percent) and national (82 percent) level benchmarks. The Nursing program ISS was set at 90 percent, this 90 percent ISS has been a program benchmark for over a decade. (California Board of Registered Nursing 2014-2015 Annual School Report) National Council for State Boards of Nursing (NCSBN). Like Nursing, the Paramedic and Emergency Medical Technician programs used their accrediting or licensing agencies' state and national data to set ISS for license pass rates and employment (In 1-30).

Collegewide Institution-Set Standards

Achievement data are presented in the data tables below per the recommended reporting format of ACCJC. The first table outlines the ISS for the institution overall. The second table identifies the ISS for programs requiring an examination for licensure. The third table illustrates the ISS for job placement for CTE programs with over 10 completers.

SADDLEBACK COLLEGEWIDE INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard*	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Student Progress and Achievement Rate	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2014-2015 who completed a degree, certificate, or transfer-related outcomes	N/A	59.0%	58.1%	57.8%	59.7%
Course Completion Rate*	Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the enrollment period ends*	71.6%	74.3%	72.92%	71.6%	71.6%
Completion of degrees and certificates combined	Unduplicated headcount of students who obtained a degree or a certificate	2,344	N/A	2,582	2,210	2,310
Completion of degrees	Unduplicated headcount of degrees (AA, AS, AST)	1,166	N/A	1,259	1,103	1,151
Completion of certificates	Unduplicated headcount of certificates of achievement, OSAs and Transfer Certificates	2,144	N/A	2,382	2,012	2,111
Transfers	Annual number of transfers to a four-year institution	3,753	N/A	3,915	3,625	3,728

**Note. Based upon the new ISS created after the 2016 ACCJC Annual Report. In its most recent year, the College is above all of the ISS it has created.*

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Licensure Exam Passage rate- Nursing	The number of student who passed the licensure examination over all who took the examination	90%	N/A	94%	96%	95%
Licensure Exam Passage rate- Paramedic	The number of student who passed the licensure examination over all who took the examination	90%	N/A	99%	99%	90%
Licensure Exam Passage rate- EMT	The number of student who passed the licensure examination over all who took the examination	60%	N/A	63%	75%	77%
Licensure Exam Passage rate- Cosmetology	The number of student who passed the licensure examination over all who took the examination	75%	N/A	76%	80%	76%
Licensure Exam Passage rate- Medical Lab Technology	The number of student who passed the licensure examination over all who took the examination	90%	N/A	100%	N/A	N/A
Licensure Exam Passage rate- Phlebotomy	The number of student who passed the licensure examination over all who took the examination	76%	N/A	93%	91%	93%

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Job Placement Rate* - Administrative Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	68%	62%	N/A
Job Placement Rate* - Alcohol and Drug Studies	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	67%	63%	N/A
Job Placement Rate* - Cinema	The number of students who are employed in the year following completion of a certificate program.	50%	N/A	50%	25%	N/A
Job Placement Rate* - Clinical Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	77%	63%	N/A
Job Placement Rate* - Cosmetology	The number of students who are employed in the year following completion of a certificate program.	55%	N/A	67%	56%	N/A
Job Placement Rate* - Early Childhood Teacher	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	64%	68%	N/A
Job Placement Rate* - Horticulture	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	42%	61%	N/A
Job Placement Rate* - Paramedic	The number of students who are employed in the year following completion of a certificate program.	70%	N/A	100%	72%	N/A

Job Placement Rate* - - Registered Nurse	The number of students who are employed in the year following completion of a certificate program.	80%	N/A	82%	62%	N/A
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*Set standards were based upon the Perkins Core Indicator reports for placement; the College did not complete these data for a period of three years, thus a three-year average is not applicable.

Organization of the Self-Evaluation Process

The College began preparing for the accreditation self-evaluation in spring 2015, months prior to our scheduled visit in February 2017. Dr. Juan Avalos, vice president for student services, was the accreditation liaison officer (ALO). The Accreditation Steering Committee was co-chaired by Dr. Avalos; Dr. Bob Cosgrove, as representative of the Academic Senate; and Craig Connor, as representative of the Classified Senate/CSEA.

Actively overseeing the entire self-evaluation process, the committee has met every two weeks since spring 2015. Standard chairs were appointed, and following an in-service presentation on the process for the entire College community, committees for each Standard were constituted in spring 2015.

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

Accreditation Self-Evaluation Steering Committee

Name	Representative Area
Tod Burnett	College President
Juan Avalos	Steering Committee Tri-Chair
Bob Cosgrove	Steering Committee Tri-Chair
Craig Connor	Steering Committee Tri-Chair
Debra Fitzsimons	District Services
Tere Fluegeman	District Services
Denice Inciong	District Services Research
Carol Hilton	Office of Administration
Kathy Werle	Office of Instruction
Kim d'Arcy	Academic Senate
Jennifer Klein	Planning and Research
Diane Pestolesi	Standard I – Co-Chair
Ken Brady	Standard I & IV – Co-Chair
Suki Fisher	Standard II – Co-Chair
Jenny Langrell	Standard II – Co-Chair
Roxanne Metz	Standard III Chair
Anthony Teng	Standard IV Co-Chair
Claire Cesareo	Content Writer
Amanda Ruud	Style Writer
Scott Greene	CSEA President
Donnie Mineo	CSEA Representative
Ashley Kinder	ASG Representative
Pedram Heidarpour	ASG Representative
Marina Aminy	Interim Dean, DE
Brett Myhren	Instructor, English - DE

Standard Committee Members - Standard One

Name	Representative Area
Diane Pestolesi	Standard I – Co-Chair; Associate Dean of Health Human Services
Ken Brady	Standard I & IV – Co-Chair; Faculty, English
Jennifer Klein	Director, Research, Planning & Accreditation
Christina Hinkle	Director Learning Assistance Center
Kim Stankovich	Student Learning Outcomes Coordinator; Department Chair, Speech; Curriculum Lead
Heidi Ochoa	Program Review/Administrative Unit Review Coordinator; Faculty, Speech & Communication
Patricia McGinley	Nursing Faculty
Kendralyn Webber	Associate Faculty
April Boyd	Student
Estella Castillo-Garrison	Dean, Community Education, Emeritus Institute, K-12 Partnerships
Cadence Wynter	Dean, Social and Behavioral Sciences
Paula Jacobs	Counselor
Georgina Guy	Interim Dean, Transfer, Career & Special Programs
Bruce Gilman	Faculty, English

Standard Committee Members - Standard Two

Name	Representative Area
Suki Fisher	Standard II Co-Chair; Faculty, English
Jenny Langrell	Standard II Co-Chair; Librarian
Hollis Casey	Counselor
Leslie Humphrey-Quirk	Director, Community Outreach and Recruitment
Kevin O'Connor	Dean, Liberal Arts
Marina Aminy	Dean, Online Education and Learning Resources
Kim Branch-Stewart	Faculty, Health and Human Services
Ann Marie Breslin	Learning Disability Specialist, DSPS
Christina Hinkle	Director, Learning Assistance
Donna Rane-Szostak	Dean, Health and Human Services
Parya Sadeghifard	Student, Associated Student Government
Carolyn Seaman	Librarian
Maria Mayenzet	Faculty, Communication Arts
Penny Skaff	Dean, Counseling
Heidi Ochoa	Faculty, Speech Department
Jennifer Hedgecock	Faculty, English
Ardith Lynch	Transfer Center, Special Programs and DSPS
Cora Swanson	Classified Staff, Online Education and Learning Resources
Chris Alvarado	Dean, Enrollment Services
John Jaramillo	Dean, Economic Workforce Development and Business Sciences
Rei Kamio	Student, Associated Student Government
Bruce Gilman	Faculty, English

Valerie Senior	Instructional Technologist, Faculty Center for Student Success
Khaver Akhter	Senior Administrative Assistant, Liberal Arts
Rick Chan	Senior Matriculation Specialist, Matriculation
Brian Denney	Student, Associated Student Government
Janet Miller	Senior Administrative Assistant, Health Sciences and Human Services
Vivian Nguyen	Application Specialist II, Faculty Center for Student Success

DRAFT

Standard Committee Members - Standard Three

Name	Representative Area
Roxanne Metz	Standard III Chair/Director, Fiscal Contract Services
Catherine Arreguin	Grants Analyst
Robert Bramucci	Vice Chancellor, Technology and Learning Services
David Bugay	Vice Chancellor, Human Resources and Employer/Employee Relations
Eugene Evancoe	Faculty, Electrical Technology
Denice Inciong	District Director, Research, Planning and Data Management
Michael James	Assistant Director of Facilities
Ashley Kinder	Student
Anthony Maciel	Director, Technology Serv/Broadcast Syst, Innovation Technology Center
Jennie McCue	Director, Marketing and Communications
Bart McHenry	Dean, Fine Arts and Media Technology
Vincent Pollizzi	Faculty, Automotive Technology
Deborah Snyder	Project Specialist
Shouka Torabi	Research and Planning Analyst

Standard Committee Members - Standard Four

Name	Representative Area
Tony Teng	Standard IV Co-Chair/Dean, Advanced Technology and Applied Science
Ken Brady	Standard IV Co-Chair/Associate Faculty, English
Claire Cesareo	Department Chair, Anthropology and Ethnic Studies
Erlynn Ballo	Interim Director, Student Life
Kim D'Arcy	Learning Disability Specialist
Tere Fluegeman	Executive Director, Public and Government Affairs
Lucy Hendrix	Student
Denice Inciong	District Director, Research, Planning and Data Management
Jan Mastrangelo	Application Specialist II
Sophie Miller-Gilliland	Manager, Office of the President
John Ozurovich	Senior Director of College Facilities
Mike Sauter	Alternate Media Specialist
Blake Stephens	Department Chair, Architecture and Drafting
Dan Walsh	Department Chair, Geography and GIS

Organizational Information

Saddleback College, as part of the SOCCCD, is governed by the SOCCCD BOT. The BOT comprises seven members elected at large to four-year terms by the voters of south Orange County. A student trustee, elected by the students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The BOT is responsible for overseeing all academic programs and educational services of Saddleback College

SOCCCD Board of Trustees (as of November 8, 2016):

Timothy Jemal, President

James R. Wright, Vice President

David B. Lang, Clerk

T.J. Prendergast III, Member

Marcia Milchiker, Member

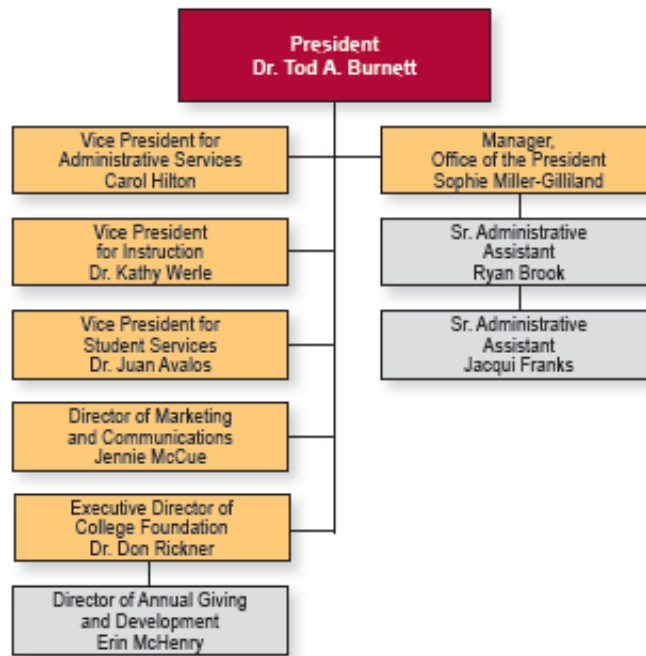
Barbara J. Jay, Member

Terri Whitt, Member

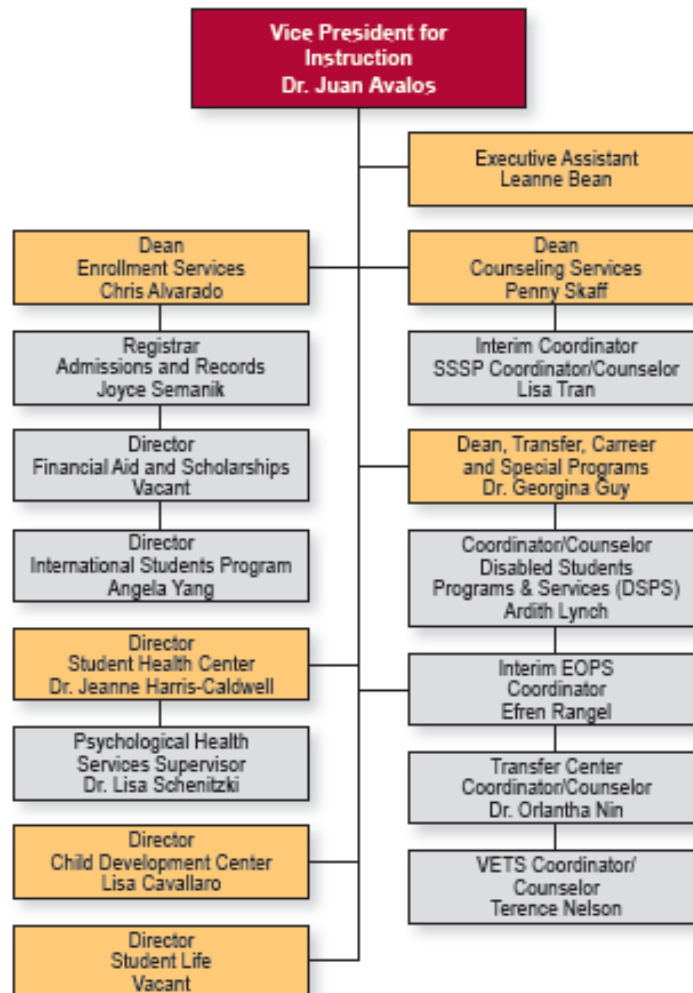
Johnathan Forde, Student Member

Organizational Charts

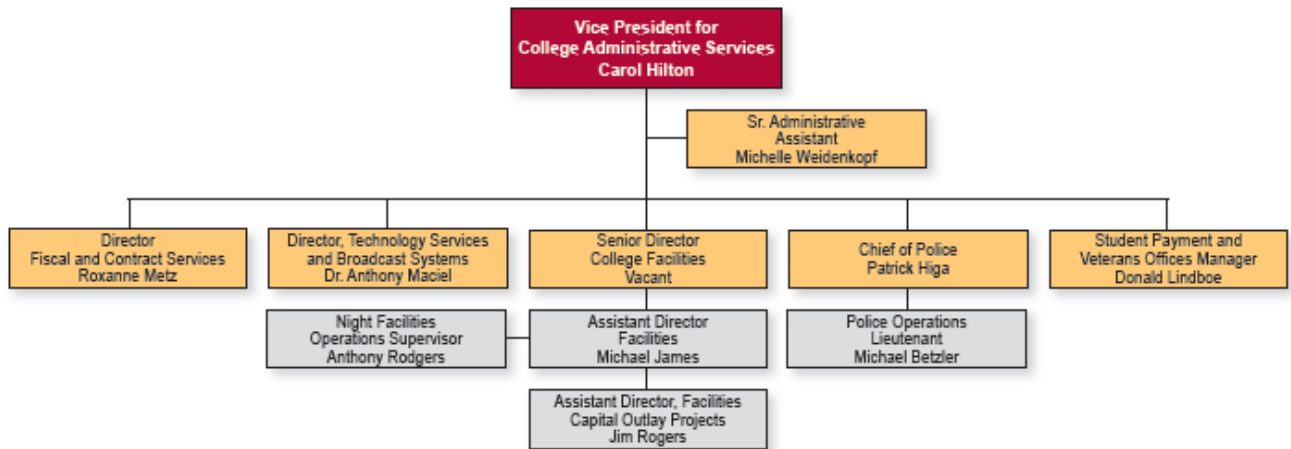
SADDLEBACK COLLEGE **President's Organizational Chart** 2016-2017



SADDLEBACK COLLEGE
Vice President for Student Services Organizational Chart
 2016-2017

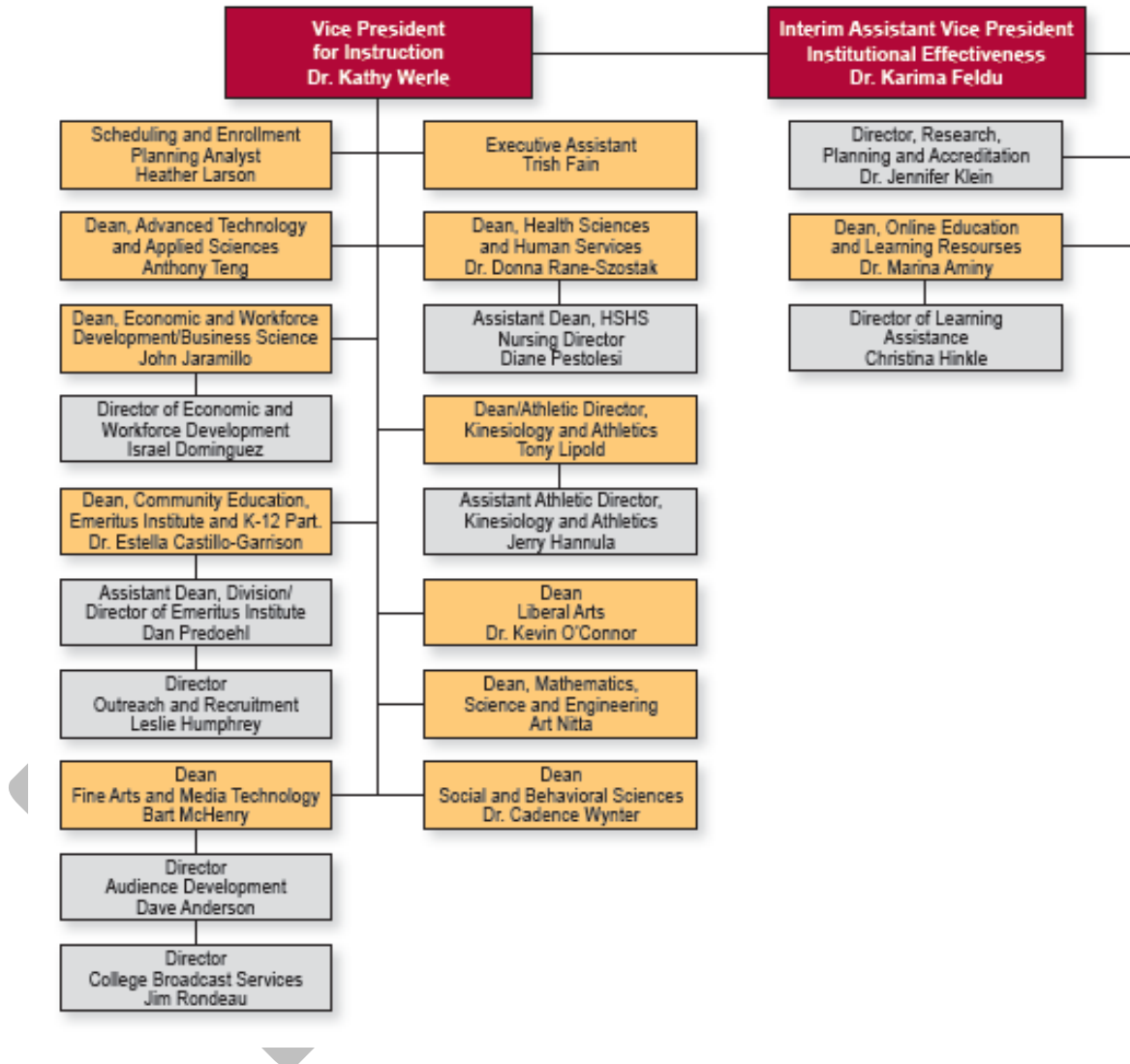


SADDLEBACK COLLEGE
Vice President for Administrative Services Organizational Chart
 2016-2017



SADDLEBACK COLLEGE

Vice President for Instruction Organizational Chart 2016-2017



Districtwide Function Map (can speak to it here in narrative form, but place it in Appendix B)

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The College operates as a public, two-year community college and awards degrees under Education Code Section 70900-10901 (ER 1-01) by the authority of the Board of Governors of the California Community Colleges. Locally governed by an elected Board of Trustees, the College is authorized to operate (ER 1-02) as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

2. Operational Status

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

The College has operated continuously since it was established in 1967. Student enrollment declined from 27,057 students in fall 2010 to 25,138 in fall 2014 as a result of the Great Recession in late 2008 (ER 2-01). In 2015, the institution had 5388 total awards. Institutional data show a dramatic increase in the number of certificates awarded between 2012 and 2014 (ER 2-02). Degrees awarded over the last six years have also increased with 1222 degrees awarded in 2009-2010, and 1423 total degrees awarded in 2015-2016. The College maintains a class schedule (ER 2-03). The College recently submitted a Substantive Change Proposal to add new programs, new locations, and new DE programs (ER 2-04).

3. Degrees

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

The College offers 112 Associate in Arts degrees, 92 Associate in Science degrees, 89 certificates of achievement, 3 certificates of completion, and 26 occupational skills awards for a total of 322 degrees and certificates. The College maintains a list of degrees and the length of study required to complete each program (ER 3-01). The Associate in Arts degree and Associate in Science involve satisfactory completion of a minimum of 60 semester units, including those required in each area of emphasis, with a "C" average or higher, and the fulfillment of either the College general education (GE) requirements (ER 3-02), California State University (CSU) GE,

or Intersegmental General Education Transfer Curriculum. The College maintains an inventory of the catalog designation of college-level courses for which degree credit is granted. The Associate Degree for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of “C” or higher; 12 of these units must be completed at the College. Students enrolled full time could complete the requirements in two academic years. Trends on enrollment in each degree program and nondegree program are available (ER 3-03). The data illustrate that in 2015-2016 there were total of 164,419 enrollments with 39,771 unique students; whereas in 2013-2014, there were 164,107 student enrollments with 39,817 unique students in credit and noncredit courses combined.

4. Chief Executive Officer

The Governing Board of SOCCCD announced the appointment of Dr. Tod Burnett (ER 4-01) as president of Saddleback College on June 24, 2008. He assumed his position in August 2008. The College is aware of its responsibility to immediately notify ACCJC when there is a change in the CEO. Authority to operate the College and implement the College’s District policies through the role of the CEO is reflected in Board Policy 2101 (ER 4-02).

5. Financial Accountability

The College reviews its past, current, and proposed budgets (ER 5-01). Annual external financial audits by a certified public accountant are conducted on the SOCCCD. The College is not audited as a separate entity (ER 5-02, ER 5-03, ER 5-04). This audit includes an audit of the District’s financial aid programs. The Governing Board reviews these reports in a regularly scheduled meeting during public sessions (ER 5-05), and the combined District/Foundation Audit Committee reviews the audit reports to identify any needed actions (ER 5-06). The District files audit reports with the Orange County Department of Education and any other required public agencies. The most recent audit took place during the 2014-2015 academic year. There were no findings in 2014-15 as a result of the audit.

The College default rates fall within the acceptable range (ER 5-07). The College’s three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7 percent, the 2012 cohort default was 11.1 percent, and the 2013 cohort default rate is 10.8 percent.

Additional information regarding the College’s compliance with Title IV federal regulations can be found in the College’s response to the "Policy on Institutional Compliance with Title IV."

Certification of Continued Compliance with Commission Policies

1. Standards and Performance with Respect to Student Achievement

The institution has defined elements of student achievement. The College identifies and analyzes student progress and achievement, defined as six-year completion rates (CP 1-01); persistence rates defined as enrollment in three consecutive primary terms (CP 1-02); the 30 units rate, defined as six-year completion rates of 30 units (CP 1-03); and the remedial completion rate, defined as **six**-year completion rates of remedial to college-level courses (CP 1-04). The College identifies, analyzes, and defines performance indicators for successful course completion and course retention (CP 1-05), degrees and certificates (CP 1-06), and transfers (CP 1-07). The College also assesses the extent to which it serves its mission through demographic analyses (CP 1-08) as well as through SEP research (CP 1-09).

Through its program review process (CP 1-10), the institution has defined elements of student achievement performance in each program, and is in the process of measuring performance within each defined element through its process of creating ISS (CP-11). The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers as identified in the data tables in the section on student achievement and ISS.

The ISS across the institution are going through a more rigorous process to guide self-evaluation and institutional improvement. The beginning of these discussions occurred through the College's Planning and Budget Steering Committee and culminated in the College's Institutional Effectiveness Partnership Initiative Annual Report (CP 1-12) as well as Collegewide through the Student Success Metrics Summit (CP 1-13).

Institution-set results are reported regularly across the campus and discussed among constituent groups. The College also analyzes and publicly discusses a holistic picture of its performance against targets (CP 1-14) for institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements. The planning teams are also expected to provide midterm updates to ensure appropriate tracking toward goals and objectives (CP 1-15).

As outlined in the QFE, the defined data elements and expected performance levels through creation of ISS, as well as goals, are going through a review process to create greater relevance and meaningful integration of goals and standards into the College culture.

2. Credits, Program Length and Tuition

Through the curriculum process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular program review. The Program and Course Approval Handbook (PCAH) is the state-sanctioned handbook for

curriculum development (CP 2-01, CP 2-02). This handbook guides the development of new and revised programs and courses, including the assignment of credit hour and degree program length. 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).

Through its rigorous curriculum approval process during which Course Outlines of Record (CORs) are scrutinized carefully to ensure compliance with accepted state standards, the College ensures that, at the course level, its credits are consistent with accepted norms of higher education. 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 CSU and University of California (UC) systems to ensure articulation (CP 2-03, CP 2-04).

Tuition is consistent across degree programs (\$46/unit), excluding all noncredit programs. Degree completion requires completion of a minimum of 60 semester units and a minimum of 18 units in a discipline or specialization (CP 2-03).

As specified by the PCAH 6th Edition, which was created by the Academic Affairs Division of the State Chancellor's Office, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that the "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."

3. Transfer Policies

A detailed outline of the various transfer policies, including articulation and transfer patterns [pages 132-139], can be found in the College Catalog [pages 36-49]. Policies are also made available to students through MAP, the Student Handbook, counseling classes, and the Transfer Center. All of these mediums provide students with the information they need to create an academic plan (CP 3-01).

Policy information includes transfer policies and planning tools, GE patterns, articulation agreements, the Associates Degree for Transfer, the Teacher Preparation Program, and the Honors Program. In addition, these mediums inform students 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. Students are also informed of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation. In addition, the College Catalog provides a means of determining the comparability of courses taken at other California public colleges and universities (CP 3-02).

To determine the College's articulation compliance for each institution, the College regularly reviews the articulation policies of the UC and CSU systems, as well as private and out-of-state colleges and universities. Often, private universities in California and out-of-state colleges present special articulation questions. In these cases, the Counseling Department and the Articulation Office coordinate inquiries and, as needed, will request information and clarification from division and departmental discipline experts.

Students can access the College's articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database (CP 3-03). The College homepage and the Transfer Center website both provide links to the ASSIST website. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in Counseling Services (CP 3-04; CP 3-05).

4. Distance Education and Correspondence Education

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 course modalities. For example, there is no distinction between the competency levels determined for online versus 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, Carnegie Units, a standard metric used nationwide, are awarded in the same way for online courses and face-to-face courses. The College also revised the process for approving DE courses in the Curriculum Committee in 2015-2016 in response to requests from faculty and administrators for an updated, streamlined process. The College's new curriculum review process now includes the use of an Online Addendum Form that is reviewed by at least two faculty members for approval of individual courses. During this process, faculty review and approve these forms in a sub-group of the Online Education Committee. Once the course is approved, the division dean has the right of assignment and makes individual decisions about assigning faculty to teach those approved courses.

Several steps maintain the quality of online courses and online instruction. First, a subcommittee of the Curriculum Committee uses a separate approval process to ensure that the quality of online courses is consistent with that of face-to-face courses. The subcommittee also determines whether the intended methodology for the proposed online course is appropriate to the topic. The DE Course Addendum confirms that faculty create assignments and grading strategies suited to an online environment. Through its representation on Board Policy and Administrative Regulation Advisory Council and the Distance and Online Education Committee, the College supported the revision of AR 6112, an Administrative Regulation that addresses the following: definitions of a DE course, the role of the College's Curriculum Committee in approving DE courses, instructor contact, regular effective contact, notification of availability for faculty, and

content delivery and accessibility. AR 6112 is currently under review in BPARAC, and is expected to be finalized by May 2017 (CP 4-01).

The College uses the Blackboard learning management system (LMS) for its DE classes. The College uses Microsoft Active Directory (AD) as the primary method of student authentication. Each student is provided with a unique username and password used to access the LMS and all relevant College-related technology systems, such as email. The LMS is hosted by Blackboard, and the District has its own instance ensuring protection of student information. Students can only access the LMS with their unique username and password. The automatic student account provisioning system ensures that all students have their accounts created in a timely manner and also disabled when the student is no longer taking classes.

The College provides a robust and redundant technology infrastructure which ensures that students, faculty, staff, and management have access to the LMS and other technology resources. The College has a 1Gbps connection to the internet through CENIC and a redundant 100Mbps. All College computers are on a gigabit network with ample bandwidth. The computers on campus are on a four year refresh cycle. There are 1348 computers in instructional computer labs located throughout the College. The Learning Resource Center has over 150 computers available for student use. Blackboard, the LMS used in DE, is hosted by Blackboard and is integrated into the College's student information system. The Faculty Center for Student Success has a dedicated computer lab for instructors to use. This lab is staffed with very knowledgeable application specialists and instruction technologists that assist faculty with their DE courses and the LMS. The District enters in a multiyear contract with the LMS provider to ensure continuity and system availability.

In September, 2016, the College submitted a Substantive Change Proposal for DE, detailing the courses for which at least 50 percent of the coursework is offered in DE mode. This report included a detailed description of the proposed changes, the relationship to the College mission, the rationale for the changes, and additional evidence that the programs and services are within the scope of the institutional mission (CP 4-02; CP 4-03).

5. Student Complaints

The College maintains formal policies and procedures for student complaints. These are provided for students on the College website (CP 5-01); in the College Catalog (CP 5-02); and in the SOCCCD District's Board Policies and Administrative Regulations 4000 series, Human Resources (CP 5-03); and 5000 series, Students, which are posted online (CP 5-04; CP 5-05).

The College Catalog includes several references for filing complaints regarding possible violations of the District's policies regarding Equal Employment Opportunity, nondiscrimination, harassment, and disability discrimination as well as references on how to appeal grades, disqualification, and academic conduct and disciplinary actions. These policies are reiterated in the annual Student Handbook (CP 5-06). The College Catalog lists the contacts

for various complaints and related processes. Students with complaints, grievances, and personal concerns about the College, or any of its policies, are encouraged to discuss them with the appropriate administrator or department chair.

Most student complaints are filed first with Student Services. If the complaint is instruction related, it is referred to Academic Affairs. Personnel-related complaints, including harassment and discrimination complaints, are referred to the Human Resources Office. Student complaint filings for the previous six years (since the last comprehensive evaluation) are available in the appropriate office: Vice President for Student Services, Vice President for Instruction, or district Human Resources. The files demonstrate accurate implementation of the complaint policies and procedures.

6. Institutional Disclosure and Advertising and Recruitment Materials

The College Catalog is updated each year and is posted on the College website. The catalog provides detailed information on the College's courses, degree and certificate programs, and completion requirements; policies on transfer; tuition, fees, and policies for refunds; information on the availability and requirements for financial aid; and rules regarding student conduct.

Each year the College's Public Information and Marketing Office publishes the *At a Glance* (CP 6-01) brochure, which provides information on the College's demographics, academic and student support programs as well as additional information on financial aid and scholarships, transfer, etc. The brochure is distributed to all administrators and managers to keep on file, and copies for the public are kept in offices throughout campus. The Outreach team distributes the brochure during campus and community visits. The brochure is also posted on the College website.

Trained and qualified staff continuously update the College website with information concerning the College's programs, services, and policies. Each department on campus oversees the content on its webpages and updates them accordingly.

The College's educational programs and services are the primary emphasis of College publications and promotional materials and are accurately represented by these publications.

The College Catalog accurately reports the official college name, telephone numbers, and the street and website addresses; the College mission, vision, and goals; program, course, and degree, certificate, and program completion requirements; faculty with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for student conduct; the institution's academic freedom statement; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment; policies related to the transfer of credits from other institutions; statements of nondiscrimination; location or publications where other institutional policies may be found; members of the Governing Board;

and the accreditation status of the institution. This information is also found on the College website and in the College's *At a Glance* brochure. The accreditation status of the institution and accreditation reports can be found on the website, one click from the homepage.

The Course Catalog provides accurate information on national and state legal requirements for eligibility and licensure for career programs, including Nursing and Real Estate. The College website provides current gainful employment data of all CTE programs as required for Title IV federal financial aid.

7. Title IV Compliance

The College complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and the professional development of staff. The College was recertified to continue with the Department of Education federal financial aid program on March 6, 2014 (CP 7-01). Recertification occurs every five years. The Student Financial Assistance and Scholarship Office conducts compliance requirement checks on an annual basis by following the U.S. Department of Education's federal student aid assessment guide (CP 7-02). In addition, the Student Financial Assistance and Scholarship Office attends regular conferences and training offered by the U.S. Department of Education and financial aid associations to ensure the College complies with current Title IV financial aid regulations (CP 7-03).

The College has publicly presented on Title IV compliance (CP 7-04). Annual external financial audits by a certified public accountant are conducted on the SOCCCD. The College is not audited as a separate entity (CP 7-05; CP 7-06; CP 7-07). This audit includes an audit of the District's financial aid programs. The Governing Board reviews these reports in a regularly scheduled meeting during public session (CP 7-08), and the combined District/Foundations Audit Committee reviews the audit reports to identify any needed actions (CP 7-09; CP 07-10). The District files audit reports with the Orange County Department of Education and any other public agencies, as required. The most recent audit took place during the 2014-2015 academic year. There were no findings in 2014-2015 as result of the audit.

The College default rates fall within the acceptable range. The College's three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7 percent, the 2012 cohort default was 11.1 percent, and the 2013 cohort default rate was 10.8 percent. The College attributes its success in keeping loan default rates at an acceptably low level by providing a financial aid orientation (CP 7-11) with a literacy component as a part of the loan process, and by providing a comprehensive Financial Aid Student Handbook (CP 7-12).

8. Public Notification of an Evaluation Team Visit and Third Party Comment

Beginning in fall 2016, well in advance of its final draft, the College's accreditation team put forward drafts to solicit feedback. To date, the website has had over 300 unique visitors with 50 qualitative comments.

DRAFT

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

I.A.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 College's mission, supported by the vision and values, clearly describes the College's educational purposes, intended student population, degrees and credentials offered, and 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.

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

External scans 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 at the College 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 College mission describes the intended student population including students who strive to obtain academic degrees or career technical certificates, as well as those whose goal is to transfer to four-year institutions, improve basic skills, and 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, a factor 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 as enrollments have doubled since 2010 (1.5.5). Likewise, the College's 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 2015-2016 the Emeritus Institute offered more than 200 course sections and enrolled 5,500 older adults (1.8).

The 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 percent 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 College's commitment to online education is addressed in Standard II 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, many of which target specific populations. These programs include Advancement Via Individual Determination (AVID), the OC Bridge 2 Engineering Program, a Career and Re-Entry Center, the Cooperative Agencies Resource for Educations (CARE) Program, the Freshman Advantage Program, an Honors Program, a state of the art *Library and Learning Resource Center (LRC)*, *the Student Development Office*, the Program Assisting Student-Athlete Success (PASS), *the Transfer Center*, *in-person and online tutoring services*, *and the Veterans Education and Transition Services Center (VETS)*. (*Link to student services, and 1.8, 1.10*) *These programs 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 College mission describes the College's educational purposes, student population, and degrees and credentials offered. This mission 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.

Evidence:

- 1.A.1.1 Mission, Vision and Values <http://www.saddleback.edu/mission-vision-and-values>
- 1.A.1.2 SOCCCD External Scan 2013 <https://www.youtube.com/watch?v=qUDEI7iJdC8> (get correct link to http://www.socccd.edu/about/about_mission.html)
- 1.A.1.3 South Orange County Economic Report
http://www.saddleback.edu/uploads/bsed/bm/south_oc_economic_report_2015_2.pdf
- 1.A.1.4 California Education Code Comprehensive Mission Statement Article 2
http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2.
- 1.A.1.5 Institutional Effectiveness Annual Report 2010-2015
- 1.A.1.6 Section 1 College student Profile
- 1.A.1.7 Section 2 Instructional Offerings
- 1.A.1.8 Section 3 Student progress
- 1.A.1.9 Section 4 First-Time College Students
- 1.A.1.10 Section 5 Development Education-Basic Skills
- 1.A.1.11 Section 6 Workforce Development Career and Technical Education
- 1.A.1.12 Section 7 Student Achievement
- 1.A.1.13 Section 8 Transfers
- 1.A.1.14 Behavioral Differences between Part-Time and Full-Time Students on Academic Measures
- 1.A.1.15 College Catalog-Degree Certificates and Awards
<http://www.saddleback.edu/uploads/cc/certificates-degrees-index.pdf>
- 1.A.1.16 Annual State of the College: A Culture of Excellence
<http://www.saddleback.edu/uploads/pio/documents/scstateofcollege15-f3.pdf>
- 1.A.1.17 Annual State of the College: A Great Place to Work for
- 1.A.1.18 Student Equity Plan (2014 – replace when 2015 is online)
http://www.saddleback.edu/uploads/opra/documents/2014_saddleback_college_sep_board_final_120914gg12-16-2014pdg.pdf
- 1.A.1.19 Student Success Coordinating Committee Update 2014 – 2015 Not online yet not searchable?

Standard I: Mission, Academic

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.

EVIDENCE OF MEETING THE STANDARD

The 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 Planning, Research and Accreditation (OPRA), managed by the director of planning, research, and accreditation, is responsible for the Collegewide coordination of research and data.

Mission Review and Alignment

The College uses data to review and, when necessary, revise the Mission Statement on an annual basis. The strategic planning process offers a more comprehensive review and alignment every third year. Annual review is guided by ongoing data analysis and communication between 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 updates of institutional plans, student surveys, employee surveys, demographic analysis, the *South Orange County Economic Report*, and the *Institutional Effectiveness Annual Report* (IEAR), among other sources.

Mission alignment analysis occurs every three years and coincides with the beginning and midterm review of the Strategic Plan. As a key step in the strategic planning process and setting of institutional priorities, 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. This includes student surveys, Collegewide and Districtwide employee surveys, and 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 Program (SSSP), the Student Equity Plan (SEP), the Basic Skills Initiative (BSI), the Enrollment Management

Plan (EMP), the Technology Master Plan, 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.

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, are a central part of the College's mission, and are 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 annual 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 inFORM Data Warehouse (EVI – Program Review Report). Several programs report achievement data that has become institutional set standards. ([Link to ACCJC annual report](#)). Annually, Scorecard data is presented to College administrative and faculty leadership as well as 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 and Assessment (EPA) Committee and are regularly revised in response to external accreditation requirements and updated to ensure relevance ([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 directs program and institutional priorities as well as resource allocations. Program and administrative unit review will be described in detail in I.B.5 ([PR/AUR Handbooks](#)). The 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 both identify areas of opportunity and activities that, through grant-funded projects and initiatives, have the potential to increase student success (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 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 Collegewide culture of evidence and inquiry is coordinated and supported through the AVPIE, OPRA and, EPA. Furthermore, these bodies 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 Collegewide understanding of data related to student success metrics and the use of these metrics in setting institutional goals for student learning and achievement. In spring 2016, the Office of Planning and Institutional Effectiveness (OPIE) 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). Based on this recognition, a Quality Focused Essay (QFE) was developed related to increasing data-driven dialogue and the integration of student success metrics, with meaningful goal-setting and specific planning efforts (See QFE Success Metrics).

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.

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 units (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 plans. All instructional programs are required to go through the same PR process and address how their program is aligned with the mission in relation to all teaching modalities, including face-to-face and online.

During the review process, a thorough needs assessment 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 as well as the 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 the College. The PR /AUR process is described in detail in I.B.5.

At the College, the mission is central to strategic planning, 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's 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 as well as 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 plans 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 College's 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 CCCO Scorecard metrics. To ensure that the mission is being met, OPRA regularly generates reports that analyze Scorecard data specific to the College with attention to historical 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*; 4) *Saddleback College Awards 2014/2015 Academic Year Data and Long Term Trends in Degrees and Certificates Awarded*; 5) *Saddleback College Transfers 2003 to 2013 Long Term Trends*; and 6) *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 set appropriate goals for student achievement and measure success.

At the state and federal levels, recent mandates focused on student success metrics—including the CCCCO 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 hosted by the AVPIE and OPRA (Minutes or link to presentation). This summit served as a way to educate the College community and to begin Collegewide dialogue about student success metrics including the CCCCO Scorecard and the ACCJC annual report.

ANALYSIS AND EVALUATION

Through the well-established PR/AUR processes, both of which 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 as well as request funding to ensure that the College's mission is met. Through the 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 undertaken to develop an action project for the College related to developing a culture of institutional effectiveness through the integration of various student success metrics with meaningful goal-setting and specific College initiatives that will lead to increased success for students.

Evidence:

1.A.3.1 ACCJC Annual Report 2015

A.3. 1.2 (A look into Degree and Certificate Production Trends: Standardized Report. – OPRA)

http://www.saddleback.edu/uploads/opra/documents/sr_degree_and_certificate_awards_ck.pdf

A.3.1.3 (IEAR 2015) need it posted so we can link to it_

1.A.3.2 Program Review Handbook for Instructional Programs

<http://www.saddleback.edu/uploads/epa/prhandbook-08-15-14.pdf>

1.A.3.3 Administrative Unit Review Handbook for Student Support and Administrative Services

<http://www.saddleback.edu/uploads/epa/aurhandbook-08-15-14.pdf>

1.A.3.4A.3 1.6 See Saddleback College Resource Allocation Process Model).

1.A.3. __A.3 1.7Saddleback College Integrated Strategic Planning Process (needs posting so we can link

Milestones: Persistence Rate 30 Units Rate Five Year Trends

http://www.saddleback.edu/uploads/opra/research/opra_scorecard_retention_metrics_report.pdf

Saddleback College Degree/Transfer Completion Rates, Career Technical Education Completion Rates, and Career Development College Preparation Completion Rates

http://www.saddleback.edu/uploads/opra/research/opra_scorecard_completion_metrics_report.pdf

Basic Skills Success - <http://www.saddleback.edu/opra/college-data> update when posted

Saddleback College Awards 2014/2015 Academic Year Data and Long Term Trends in Degrees and Certificates Awarded http://www.saddleback.edu/uploads/opra/research/opra-_awrds_analysis.pdf

http://www.saddleback.edu/uploads/opra/opra-_datamart_historical_trends_success_and_retention.pdf

Saddleback College Transfers 2003 to 2013 Long Term Trends

http://www.saddleback.edu/uploads/opra/documents/opra-_historical_transfer_patterns_2003-2013.pdf

Measures of Saddleback College's Demographic and Academic Characteristics of Students 2013-2015 (Fall Semesters)

http://www.saddleback.edu/uploads/opra/research/documents/final_student_demographics_report_4.8.16.pdf

I.A. Mission

I.A.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 its 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 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 scans 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, 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 managers and administrators; the Academic Senate (AS), for faculty; the Associated Student Government (AGS), for students; and the CSEA and Classified Senate, for staff. (Citations from AS, ASG, CC, CSEA meetings). (I.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 annually reviews and approves the Mission Statement at either their May or June meeting (Link to previous 5 years of BOT approvals needed). The most recent review of the Mission Statement 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 of the Mission Statement 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 strat plan 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 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.4.8)
- AUO Handbook: A Guide to the Writing, Assessing and Reporting of Administrative Unit Outcomes (SLOs) at Saddleback College (1.A.4.9)
- 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 these missions are reviewed every two years. (1.A.4.8, 1.A.4.9, 1.A.4.10, 1.A.4.11).

ANALYSIS AND EVALUTION

The 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 College mission.

Evidence:

- 1.A.4.1 South Orange County Community College (SOCCCD) Board of Trustees (BOT) Minutes May 18, 2015. http://socccl.granicus.com/MediaPlayer.php?view_id=4&clip_id=532&meta_id=708011
(1.A.4.1a PBSC Minutes October 15, 2015) Posted on SharePoint
- 1.A.4.2 Minutes Academic Senate November 4, 2015 Mission Statement Review
http://www.saddleback.edu/uploads/asenate/academic_senate_minutes_11-04-15.pdf
- 1.A.4.3 California Education Code Comprehensive Mission Statement Article 2
http://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2.
- 1.A.4.4 The College catalog 2015 – 2016 <http://www.saddleback.edu/cc/course-catalog>
- 1.A.4.5 The Saddleback College Website Mission <http://www.saddleback.edu/mission-vision-and-values>
- 1.A.4.6 The Student Handbook <http://www.saddleback.edu/media/pdf/handbook.pdf>
- 1.A.4.7 The Faculty Handbook http://www.saddleback.edu/uploads/asenate/faculty_handbook_2014-15_worg.pdf
- 1.A.4.8 SLO Handbook: A Guide to the Writing, Assessing and Reporting of Student Learning Outcomes (SLOs) at Saddleback College <http://www.saddleback.edu/uploads/epa/slohandbook03-25-15.pdf>
- 1.A.4.9 AUO Handbook: A Guide to the Writing, Assessing and Reporting of Administrative Unit Outcomes (SLOs) at Saddleback College
<http://www.saddleback.edu/uploads/epa/auohandbook01-20-15.pdf>
- 1.A.4.10 Program Review Handbook for Instructional Programs
<http://www.saddleback.edu/uploads/epa/prhandbook-08-15-14.pdf>
- 1.A.4.11 Administrative Unit Review Handbook (for Student Support and Administrative Unit Services)
<https://www.saddleback.edu/uploads/epa/aurhandbook-08-15-14.pdf>
- 1.A.4.12 Saddleback Integrated Strategic Planning Process (still needs posting OPRA)

I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality

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

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 as well as 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 and approved in Academic Senate meetings, and AURs are discussed and approved in Management Team meetings. 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 department or unit websites 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). Questions and discussion follow this presentation.

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.

Participatory Governance Groups and Committees

Participatory governance is an essential part of planning and decision-making as well as 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 represent 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 responsible for 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 receives 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. These committees include 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. 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 presentations 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, both of which are supported by the work of other committees, including 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 committees engage with, and regularly dialogue about, outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. EPA has the explicit responsibility of overseeing 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. They also ensure that 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 is 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 follows in I.B.9. OPRA and the AVPIE have also promoted dialogue through campus-wide presentations and discussions related to student success metrics, institution-set standards (ISS), and the Institutional Effectiveness Partnership Initiative (IEPI). (Minutes to PBSC, student success metrics summit, etc).

Professional Development Activities

The College offers employees, and 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 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—in relation to activities, achievements, and ongoing work to support students and their success—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 (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).

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 seminars 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 full-time faculty members co-chair the OEC with support from the dean of online education 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).

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

The 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 within academic divisions and departments, student support units, administrative units, and in committees across the campus, as well as during special programming. A comprehensive approach to assessing SLOs/AUOs coupled with ongoing PR and AUR fosters dialogue among faculty, staff, administrators and students with the intention of continually improving the College's courses, programs, and services 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).

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 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 documented inconsistently. An opportunity to expand and sustain dialogue Collegewide through an improved, consistent committee process and improved documentation of dialogue was identified 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 about, 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.

I.B.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 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 determine if students are learning what they are expected to learn in courses and programs (Link 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 and 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 outline the knowledge, skills, and abilities that students should expect to achieve as the result of completing a degree at the 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 to inform students of what they can expect to learn by the end of the course [reference Senate resolutions April 2014]. SLOs, methods of assessment, criteria for success, and assessment results are stored in the TracDat system. Department chairs are primarily responsible for entering SLO information into TracDat. They are also responsible for 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. SLOs are not currently an official part of the Course Outlines of Record (CORs). However, this practice is projected to be rectified within the next five years as each course goes through the curriculum review process. Nonetheless, these SLOs are available to all faculty on TracDat and to students through course syllabi. SLOs are also posted on many department and program webpages. PSLOs are published on department and program webpages and included in the College Catalog. 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 runs the *TracDat Comprehensive Program 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 when comparing face-to-face course results to those of online education courses. The PRTs then determine actions to remedy any differences identified.


In 2014-2015, 100 percent of 838 unique courses had established SLOs, 2581 (98.5 percent) SLOs were assessed, and 2,366 (90.3 percent) of course-level SLOs met their criteria. (Annual SLO Report I.B.2.3). Examples of how faculty have used SLO results 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 institution-set standards which have been documented in the ACCJC Annual Report and are posted on the EPA webpage (Link ACCJC Annual Reports 2015, 2016 and EPA Website).



As a result of their overall experience at the 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 breadth of subject area knowledge. In TracDat, SLOs and PSLOs are mapped to ISLOs. This roll up makes it possible to create a report that can be used to evaluate ISLO attainment. While this report does currently exist, it is difficult to interpret and use in an efficient and 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, CLA+ testing, and activities in the Leadership Lab. Faculty generate faculty ISLO activity reports. These reports describe activities that build ISLO attainment. CLA+ is an external performance-based assessment 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 took place 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. Both the faculty who participated and the ePortfolio evaluation task force considered the pilot successful; plans for Collegewide implementation of this model 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 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). Improved outcomes as a result of AUR include changes in the hours of service, increased 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. These disaggregated results include retention, success rates, transfer rates, and certificate or degree completion rates (See more detail in 1.B.5 and 1.B.6 SEP). Through InFORM, programs are also able to disaggregate data for individual classes by instructional mode (online versus face-to-face) in terms of success, retention, and completion rates. These reports are run every two years when a program undergoes PR, and they form 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 way to input SLO data by method of instruction so the College can make comparisons between courses offered face-to face and courses offered online.

ANALYSIS AND EVALUATION

The 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. The PR and AUR process evaluate SLO, PSLO, AUO, and program-specific achievement data. In the PR data sets available through the inFORM Data warehouse, programs have access to significant student success data disaggregated by student characteristics and instructional method. However, the College has only recently begun to disaggregate SLO data by instructional method. The College is still considering the disaggregation of SLO data by student characteristics as this process would require a significant shift in how this data is currently collected and reported. QFE statement needed for success metrics

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 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 and SharePoint websites, where they are available to all College employees. (Evidence I.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 that included using state and national databases to identify peer institutions as well as historical institutional performance to identify and adopt standards. 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. 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 were more aspirational in nature than minimum thresholds or baseline expectations. Following this dialogue, the OPRA proposed a change to the calculation 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 highlighted at the Student Success Metrics Summit and in governance meetings (Link, Student Success Metrics Summit, AS, PBSC, CC minutes). In the 2017 ACCJC Annual Report, the College will adopt this new calculation for set standards.

Each year, the College evaluates its performance against the ISS and promotes dialogue about ISS through instructional areas, constituent groups, through the AS, the PBSC, and CC (AS, PBSC, CC minutes 3/816). When the College does not meet the ISS, emphasis is put on deep dialogue through instructional areas and constituent groups as well as investigation by the research department to examine the college's performance (Link Trend and Historical reports OPRA). Institution-set standards for student achievement appropriate to the mission inform both the College and Districtwide 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 and SharePoint sites (Minutes CC and PBSC).

In addition to the required ISS, in 2015, the College chose to set program-level ISS for specific CTE programs. Although many of these programs have had standards of achievement for years through the internal PR 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 using state and national benchmarks and trends, historical data, input from advisory boards, and labor market trends. For programs regulated by external accreditation standards, the program ISS are typically at or above the state and national averages. If a program falls below their set standards, program faculty and administrators put action plans in place to improve outcomes; they also publish these action plans in the PR. The charts below demonstrate how all programs met or exceed their ISS for student achievement in both licensure exam pass rates and job placement rates.

Program-Level Institution-Set Standards

Program Title	Institution-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

Program-Level Institution-Set Standards

Program Title	Institution-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

The College uses institution-set standards to analyze institutional effectiveness and academic quality. Methods used to set ISS align with common practices statewide. Institution-set standards also align with the mission of the College and are integrated into the College's Strategic Plan. The College has also adopted standards beyond those required by the Commission by including program-level institution-set standards related to licensure and graduate employment.

The College first set ISS in 2014. However, in 2016, when reevaluating the process used to set ISS, 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 new director of research identified this calculation error. The College quickly reported the methodological concern to the ACCJC and cited it as an error in the previous year's approach ([Link to communication email evidence](#)). The College intends the ISS to reflect a minimum standard of performance; when results are below the set standard, the institution is alerted to the problem so 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 institution-set standard of 70.39 percent as opposed to the previously calculated 74.17 percent. The proposed method to set appropriate ISS was presented to planning and governance committees, and the director of planning, research and accreditation shared the method at the spring Student Metrics Summit ([Link to minutes AS, CC, PBSC and Metric summit presentation](#)). In response to this discovery, the College was initially 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 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 at work addressing matters that came up concerning ISS in this self-study report. The upcoming ACCJC report will reflect these changes. The College has undertaken a QFE on student success metrics to formalize the structure, process and communication surrounding student success metrics, including ISS.

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

The College uses assessment data to support student learning and student achievement. The College uses data from assessment of students, courses, programs, and services, as well as assessment data at the institutional level, 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 1.B.2, 1.B.3, 1.B.5, 1.B.6, and 1. B.9.

The assessment and the obtainment of data begin when a student applies to the College. Important information regarding student characteristics and educational goals is gathered at this time. Through the matriculation process, the College assesses students to ensure their 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 the College provides a Class Profile of student characteristics and matriculation levels of enrolled students to each faculty member so that faculty can correlate teaching methods to the various needs within the class (EVI).

As described in 1.B.2., assessment of SLOs and AUOs is a well-established process that has been in place for over a decade at the College. Using SLO and AUO assessment results, the College makes changes to courses, programs, and student support and administrative services. Programs and units use this data, along with the PR data sets on student success and retention rates within courses, to evaluate their strengths and weaknesses during the PR and AUR processes and to make necessary changes to improve student learning and achievement.

Invested parties use data from PRs and AURs to identify needs and to derive resource requests, as well as to address progress in meeting objectives from the previous PRs and AURs. Examples of PR and AUR assessment to support student learning and achievement include: (solicit examples from dept chairs and administrators). PRs for CTE programs also include labor market data. Several CTE programs have used labor market data to support growth and expansion including the Health Information Technology Program, the Medical Assistant Program, and the Drug and Alcohol Education Program (Link to the PR of these programs). The AUR process has led changes that promote student achievement in the following organizational processes: (solicit examples from dept chairs and administrators).

To coordinate Collegewide efforts to use assessment data for the improvement of institutional effectiveness and in support of learning and achievement, the College created the position of the assistant vice president for institutional effectiveness (AVPIE) in 2015. The AVPIE reports to the vice president of instruction (VPI) and works closely with the director of OPRA. 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 ISS is reported annually to the ACCJC, is published in the ACCJC Annual Report, and is made 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, Data Mart Trend Reports, and Institutional Data Trend Reports, all of which are available on the OPRA website (Link to Research OPRA College Data Website). As described in 1. B.3., if institutional performance falls below the ISS, the College takes action and initiates strategies to improve performance. The AVPIE and the director of OPRA also help strategic planning groups use assessment data to set goals and evaluate performance relative to the Institutional Effectiveness Partnership Indicators (Link to Saddleback College Institutional Effectiveness Partnership Initiative).

OPRA also supports Collegewide needs for data and research. In addition to the director, the OPRA staff consists of a senior research and data analyst, a research and data analyst, and a project specialist for research. OPRA's research responsibilities include 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 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)**.

In order to document ongoing quality improvement efforts as well as student learning and achievement, 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. Both PR/AUR, SLO/AUO assessment and curriculum fall under the auspices of EPA. A faculty member and the director of planning, research and accreditation co-chair EPA. Faculty coordinators oversee SLO/AUO assessment, while a faculty chair of the Curriculum Committee

oversees PR/AUR and curriculum. To support student learning and achievement, the EPA, with approval from PBSC and Academic Senate, regularly evaluates, updates and improves the effectiveness of the PR/AUR, SLO/AUO, and curriculum processes (Link to current SLO, AUO, PR, AUR Handbooks).

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

In addition to the data available through the California Community College Chancellor's Office (CCCCO) Student Success Scorecard and the CCCCCO Management Information Systems Data Mart, the College has continuous access to quantitative institutional data 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 whole College about enrollment, productivity, fill rates, retention, success rates, student counts by age, gender, ethnicity, educational goal (including transfer), and awards by type, age, gender, and major.

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 into planning, program and administrative unit review, resource allocations, and the evaluation of institutional effectiveness through student success metrics, which are available both externally and internally. A fully staffed OPRA, the addition of the AVPIE, and the InFORM Data Warehouse supported by district services personnel, are all 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.

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 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 Focus Essay related to both 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.

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

Every two years, all instructional programs at the College undergo program review (Link to PR handbook) and all student support and administrative units undergo administrative unit review (AUR) (Link to AUR handbook). These reviews are a means to evaluate the effectiveness of programs and units in meeting the mission of the College, to develop objectives and action steps for continuous quality improvement, and to 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 a means 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; this data includes 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 following are the primary objectives of PR:

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. 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

by the department chair. PR has three sections: 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 provide 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 based on the collected quantitative and qualitative data is completed in the review report section. This section addresses issues related to staffing, curriculum and instruction, student success, facilities, technological infrastructure, resources, 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 needs include human resource needs, instructional/service needs, research needs, facility needs, marketing and outreach needs, as well as technology, equipment, and other resource 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. An AUR is utilized in making recommendations to improve the effectiveness of the unit and its impact on student learning and student success. The following are some of the varied sources of data analyzed in the completion of the AUR: 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). Additional research can also be requested from OPRA and included in the analysis. The EPA Committee, the faculty PR/AUR coordinator, and OPRA provide assistance for the collection and interpretation of data for PRs and AURs.

Annually, resource allocation requests are developed for new resources that will augment a given program's ability to fulfill its mission. ([Link to Resource Allocation Process and Model](#)). In order to submit a resource allocation request, a program's need must be documented and specifically referenced in the most recent PR/AUR. Preference is given to needs also identified in the current Strategic Plan. The prioritization of resources takes place first at the division level, then at the "branch" or vice presidential level, then at the college level by the College Resource Committee (CRC). The college president approves the final allocation of resources. The PBSC reviews budgets, 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 include 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 plans. In addition, each PR/AUR addresses the way in which it serves to help the College achieve its stated mission. PR/AUR is a means of ensuring that, within the limitations of available resources, the College's programs and services are effective and responsive to the student body and the local community. 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 for, and improvement of, the College's programs and services.

Data required to support PR is readily available through the inFORM Data Warehouse, TracDat, and EMSI. Furthermore, OPRA supports additional research, including student surveys. 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 henceforth 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 has been 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 Focus Essay that addresses authentic goal setting and the utilization of data and research to support student achievement and success at the institutional level emerged from the self-evaluation for accreditation.

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 of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

EVIDENCE OF MEETING THE STANDARD

In many of its processes, the College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students in order to examine performance gaps. The Student Equity Plan (SEP) is the primary mechanism for identifying and addressing performance gaps. In addition to the SEP, disaggregated data is used to measure 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 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 SEP with new state mandates ([Link to Membership SEP](#)). The taskforce developed an updated SEP which focuses 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: 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 completion, ESL and basic skills completion, degree and certificate completion, and transfer. In order to identify any disproportionate impact at the College, OPRA created a detailed report for each of the indicators in relation to the aforementioned populations. Student Success Scorecard data from the State Chancellor's 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](#)).

The State Chancellor's Office provided funding for the SEP initiatives. The amount received by the 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, the extension of 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), the College's success rates exceeded rates statewide (1.B.6.9). The Degree/Transfer Completion Rate at Saddleback for college-prepared students equals the state average. Meanwhile, for unprepared students, the College exceeds the state average. Completion rates for all metrics at the College are increasing more quickly 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 College integrates SEP the Strategic Plan and aligns it with major planning efforts and initiatives, including SSSP and BSI ([Link to Strat Plan and BSI](#)). The SEP core indicator groups monitor and coordinate the evaluation of the SEP in partnership with major College leadership councils, including the Consultation Council, the Student Success Coordinating Committee, and the PBSC. 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 CC for input, discussion, and to address 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 needed.

The SEP—including activities, action steps and progress towards achieving goals—is shared widely. Each fall the SEP is shared with each participatory governance group and the BOT, who are also 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 during 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 program's 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. For those programs with significant online offerings, these data sets can be run by instructional method in order to analyze differences in success and retention rates of courses taught face-to-face or online. Upon request, OPRA can furnish additional disaggregation of data. The analysis of SLO assessment data takes place during PR. The TracDat Comprehensive Program SLO Report includes all active course-level SLOs, assessment methods, criteria for success, results, and the use of results. In light of 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 steps may include changes related to access, curriculum, or teaching methods, among others. The effectiveness of the objectives and action steps developed through PR face review every two years and revision as needed. SLO report link or see 1.B.2)

Saddleback Strategic Plan

One of the main objectives in the College's current Strategic Plan 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 SSSP Plan, the Enrollment Management Plan (EMP), the BSI, (See Strategic Plan BSI Level up grant information \$1.5 million), the Technology Plan, and the 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 economic status.

ANALYSIS AND EVALUATION

The College uses disaggregated achievement data for many of its analyses 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 Chancellor’s Office. The SEP is a method to implement strategies and activities, to set goals and key performance indicators, and to allocate resources to mitigate gaps. In addition to the SEP, instructional programs use disaggregated data during PR and develop objectives and actions steps to address gaps. 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 that support student success to a degree never enjoyed at the College before. As a result, the College has undertaken a Quality Focus 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.

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

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 their missions. The Board Policy and Administrative Regulation Advisory Council (BPARC) review and revise board policies and administrative regulations. BPARC is a shared governance committee with representation from all constituent groups and is 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]. BPARC may also revise policies and/or procedures to align with templates provided by the Community College League of California (CCLC) or in response to changes in external regulations, or legal or accreditation requirements. (Link to Bill Kelly's BPAR calendar). Board policies (BPs) and administrative regulations (ARs) address the following broad categories: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. BPs and ARs are made available on the District website for students, employees, and the public.

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 BPs and ARs. At the College, the CC is the primary body responsible for the review of policies and procedures and for making recommendations to the president for approval. (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, the College ensures the participation in governance and decision-making of all constituent groups, including faculty, classified staff, administrators, managers, and students (Link Governance Manual). In making policy and procedural recommendations, the Academic Senate represents faculty, the California Schools Employee Association (CSEA) and the Classified Senate represent staff, and the Associated Student Government (ASG) represents students. Any interested person, committee, or representative group at the College may initiate the review and revision of policies and procedures.

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, 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. As needed, the Academic Senate regularly evaluates and revises policies and practices related to:

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

Evidence of recent changes made by the Academic Senate in these areas include grading and independent study and both 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).

The Curriculum Committee, a standing committee of the Academic Senate, is responsible for recommending approval of both credit and noncredit 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 for recommending approval of such policies and procedures to the Academic Senate (EVI-Curriculum Committee Bylaws 2011?). The committee regularly evaluates curriculum processes and practices. In 2014, significant changes took place 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 focus 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. With a focus on quality as part of the development of the new Online Education Plan, the OEC is currently reviewing and revising existing policies and practices related to issues, such as curriculum approval, faculty training, and student support. This process is discussed in detail in the Quality Focus 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 the College fulfills its mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units on campus. The policies and procedures under the purview of EPA are those related SLO/AUO assessment and PR/AUR. These policies and procedures face regular updates to ensure they effectively promote continuous improvement of student support and administrative units, courses, and programs (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 new procedure 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 those academic administrators responsible for instruction, enrollment management, strategic planning, scheduling, faculty hiring, and classroom matters (minutes or link). This council is responsible for the 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

Policies and practices related to resource allocations are addressed primarily 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 to more clearly describe the roles of 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.

Each year, the effectiveness of the resource allocation 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 will also being examined to ensure that the resource allocations are based on substantial verifiable data (SBC Strategic Plan 4.1.1).

The *SOCCCD District-wide Integrated Budget 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 funds and basic aid funds. The District Resources Allocation Committee is a participatory governance group charged with developing and maintaining the income allocation model on which the District budget is based. This committee is also responsible for the 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 District-wide Planning Council (DWPC), the District-wide 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, 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 initiated by the OPRA when significant changes to the planning or governance processes occur. The most recent update to the manual occurred in fall 2016. Before approval of the updated Organizational Planning Manual, and the 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. BPARC, a Districtwide committee, reviews and revises BPs and ARs. The Chancellor's Cabinet and, in the case of BPs, the Board of Trustees then approve them. 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, with other committees also playing a role, is primarily responsible for the evaluation of policies and practices to ensure effective instruction, academic quality, and student success. 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). At the District level, the DWPC evaluates resource management. At the College level, resource management is evaluated through PBSC, CRC, and CC, as well as by all programs, student support, and administrative services that participate in the resource allocation process. Key participatory governance planning and decision-making councils, committees, task forces, and work groups regularly evaluate policies and practices related to governance.

To support the accomplishment of the mission, participatory governance and planning committees regularly evaluate their policies and practices. However, the College lacks a standardized approach for committees to communicate their purpose and to evaluate their effectiveness. This issue 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 committee's purpose, membership and annual self-evaluations. (PBSC minutes 8/25, Link to Organizational Planning Manual). The goal of these changes is to increase and sustain Collegewide dialogue by making employees more aware of participation opportunities through standardized practices and improved record keeping.

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

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 through Collegewide presentations as well as in presentations made to key planning and governance councils and committees. Internal scans and surveys are also completed on a regular basis 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).

Assessments and evaluation results 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. AUO reports are posted in TracDat and on the committee SharePoint site (1.B.8.22, 1.B.8.23). The Academic Senate reviews completed PRs. The Management Team reviews completed AURs. PRs and AURs are shared with Consultation Council every four years, and are 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. These activities include the president's Annual State of the College report during Professional Development Week, Professional Development Week presentations, the president's update during monthly BOT meetings, and reports at planning and decision-making committees as well as at department and division meetings (1.B.8.28, 1.B.8.29, 1.B.8.30, 1.B.8.31, 1.B.8.32). Key committees that communicate assessment and evaluation results include the Planning and Budget Steering Committee (PBSC), the Education Planning and Assessment (EPA) Committee, 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

The College communicates results of assessment and evaluations through a variety of methods, including presentations that are captured in meeting minutes and documents that are publicly available on the College and committee websites. The EPA oversees reporting on assessment data related to SLOs/AUOs and on evaluations contained in PRs/AURs. This reporting includes regular reports by all programs and student support and administrative units to CC and the college president. PBSC and OPRA oversee institutional assessments related to strategic planning and Scorecard data. These assessments are available on College websites and

SharePoint sites accessible 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, weaknesses, and priorities through a variety of Collegewide forums including Annual State of the College presentations.

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 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 its 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

The 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 PR/AUR, short-term planning, long-term planning, and resource allocation into a comprehensive process that leads to the fulfillment of the College mission and improvement of both 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 District-wide 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. These areas included enrollment projections, labor market analysis, student success policy, research, and accountability, technology, and budget and the economy (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 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. The Organizational Planning Manual contains a full description of the steps in the strategic planning process. (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 is addressed by strategic planning groups led by a chairperson or cochairmen. These strategic planning goals are as follows:

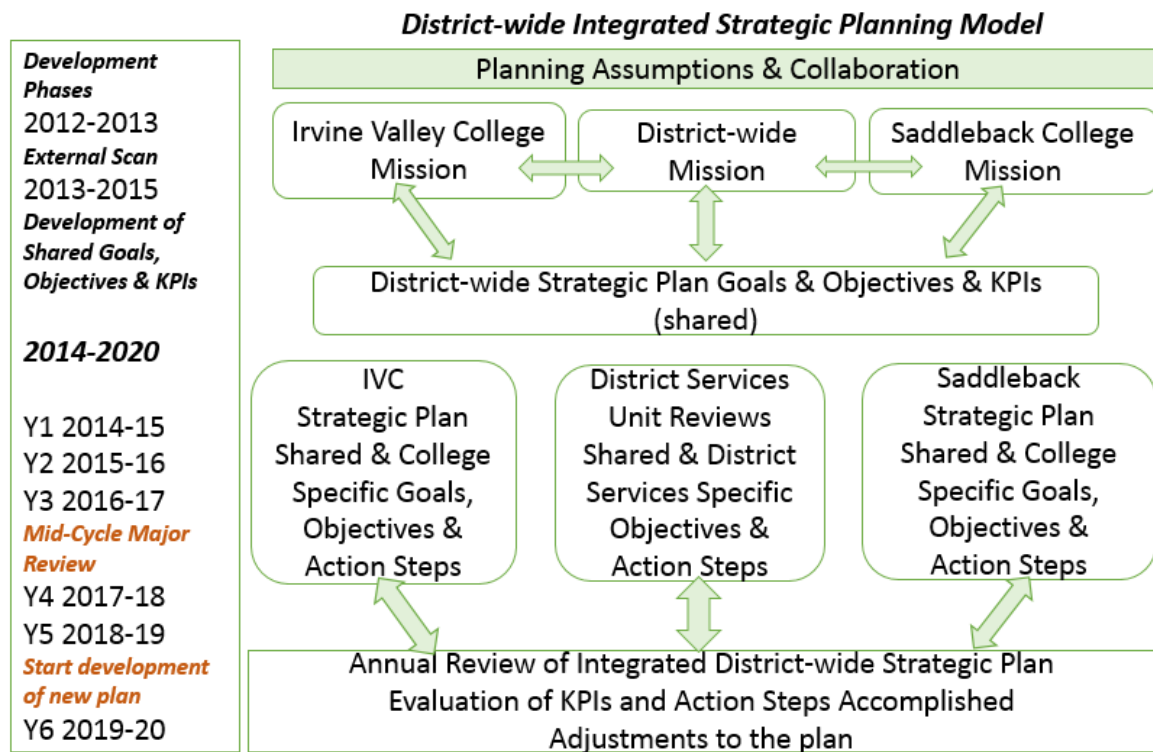
Saddleback College Strategic Planning Goals for 2014-2020

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, the 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. (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



Integrated Planning Timeline																				
District-wide Planning and Resource Allocation Development Timelines																				
Evaluation/Task/Name	Action	Cycle	2014/15			2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	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			2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	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															

OPRA leads the development of the College's Strategic Plan. The director of OPRA oversees the plan's 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, and continuous improvement through the integration of strategic planning and institutional research. (Link to Strategic Plan).

The director of planning, research, and accreditation and the director of fiscal services co-chair PBSC. PBSC coordinates Collegewide planning and budgeting processes, 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 is responsible for each goal and for reviewing progress toward the strategic planning goals, including measuring action steps completed, and tracking key performance indicators. The chairperson or chairmen are also ultimately responsible for the achievement of each strategic planning goal. Responsibility for the outcomes of the Strategic Plan are widespread; they 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 Collegewide 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 as well as 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. PRs and AURs are a means of ensuring that the College's programs and services, within the limitations of available resources, are effective and responsive to the local College community.

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 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; student and administrative services for human resources; instructional/service needs; research needs; as well as technology, equipment,

facilities; other resources; and 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 a program or unit and uses a five-year staffing profile for faculty, classified staff, managers, and administrators as the basis of analysis. Resource allocation requests include requests for additional staffing. The College Resource Committee (CRC) bases funding decisions for these requests upon demonstrated need and alignment with the College Strategic Plan. Classified staff positions go through the standard resource allocation request process described in xx.x.xx. However, the Faculty Hiring Prioritization Committee, an Academic Senate committee composed of the faculty and dean representatives from each academic division, prioritizes faculty positions. Annually, the committee creates a prioritization of positions. These recommendations are forwarded to the Academic Senate, college president, and Board of Trustees for approval. While this list includes a ranking of all positions requested, the college president, in consultation with the President's Executive Team (PET), determines 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 College Resource Committee (CRC) based on documented need and alignment with the Strategic Plan. In addition to demonstrating a link to the Strategic Plan, facilities requests must also conform to standards set by the Safety and Facilities Committee and must be in alignment with the College's Education and Facilities Master Plan. ([Link Saddleback College EMFP](#)).

Technology Resources

Generally, the Saddleback College Technology Plan maintains technology needs. This plan has established a replacement schedule for classroom, faculty, manager/administrator, staff, and 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; to disseminate information to the campus community; to empower students, faculty, and staff through the deployment and availability of technology resources; to consider the concepts of universal access and design; and to provide direction for technology that advances and supports the strategic plans ([Link 2015-2020 Saddleback College Technology Plan, on SharePoint](#)).

Requests for funding new technology needs (over \$500) are identified through the College's PR/AUR resource allocation process. The Technology Committee reviews these requests 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 Recommendation Committee (BAARC) reviews the requests, and final recommendations go 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 be 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 academic program, student support, and administrative needs are met in order to fulfill the mission of the College. In a continual effort to improve short and long-term planning and decision-making, 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; this is all done 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 Collegewide goal and to ensure that success metrics have a place in the Strategic Plan and resource allocation process.

I.C Institutional Integrity

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.

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 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 it 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 College website, and is also prominently displayed in various locations on campus, such as conference rooms and administrative offices, and is even printed on the back of employee business cards (Ev. 6, 7, 8).

The College Catalog includes information about the College’s educational programs. This information includes a comprehensive list of all the College’s degrees, certificates, and awards; 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 webpages, which, in many cases, include 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), including topics covered, learning objectives, and methods of evaluation, are accessible to students and the public on the detail page of the class schedule. 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. All students are provided syllabi for the courses in which they are enrolled on the first day of class, and these syllabi always include general information about the course, including the SLOs.

Information about student support programs is 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. The Student Success tab on the College homepage provides a quick link to all student support programs available. In addition, the Division of Counseling Services 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 webpage and in print at various locations around campus, including the Student Services Building and the information desk 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, which links directly from the College homepage, on the College website. The accreditation webpage includes relevant documentation, such as a copy of the most recent self-evaluation reports, as well as any communication received from the ACCJC regarding the College’s accreditation.

ANALYSIS AND EVALUATION

The 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; however, there are a number of other locations where detailed information can be found, such as the Student Handbook, and division, department, and program websites.

Course syllabi that include course SLOs are the primary source of course information provided to students. PSLOs and ISLOs are published in the Course Catalog and on the College 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 College website.

Through the self-evaluation for accreditation process, it was identified that the College needs to create procedures and guidelines for presenting information on division, department, and program websites consistently. It was also recognized that the development of a publication timeline, especially related to recurring or annual publications, would help to ensure clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations. These recommendations are being formalized and will be presented to the director of public information and marketing and all constituent groups.

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. (ER 20)

EVIDENCE OF MEETING THE STANDARD

The College produces a comprehensive College Catalog linked directly on the homepage of the College website so it is easily accessible for students, prospective students, and the public. The catalog provides precise and accurate information on the College's programs, policies, and services. The online College Catalog is configured in PDF format, both in its entirety and also separated into 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 other parties. 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
- Nondiscrimination 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
- Mission, Vision, 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)
- 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

ANALYSIS AND EVALUATION

The College Catalog is updated annually and available to students and the public on the College's homepage. It provides for students precise, accurate, and current information on a variety of essential topics including, but not limited to, admission policies, matriculation, student fees, student support services, degree and certificate requirements, transfer patterns, and a description of all courses. An online catalog supplement at catalog.saddleback.edu is published for policies and/or degrees that have been approved after publication of the hardcopy of the Saddleback Course Catalog. ER 20 omission? Academic Freedom Policy

Evidence

- | | |
|---------|--|
| I.C.1-1 | Saddleback College 2015-2016 Catalog
http://www.saddleback.edu/uploads/cc/15-16_full_catalog.pdf |
| I.C.1-2 | Saddleback College 2015-2016 Catalog Addendum
https://www.saddleback.edu/uploads/cc/15-16_addendum.pdf |

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.

EVIDENCE OF MEETING THE STANDARD

The 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 (EPA) Committee are the primary entities at the College responsible for collecting, analyzing, and publishing student achievement and learning outcome data. The CCCO Student Success 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 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. This 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 student learning outcome (SLO) assessment data is available in the program review (PR) reports that are updated every two years. The comprehensive SLO Report, which is part of PR, provides historical assessment results as well as information on how those results were utilized to improve the program. Within the PRs, faculty also reflect on achievement and SLO data and develop objectives for the next two years. PRs are posted on department and program websites as well as the EPA SharePoint site which is available to all employees. Assessments of student learning, achievement, and academic quality are also communicated through program and department-specific websites and brochures (Link CTE page and published brochures).

The Public Information and Marketing Office regularly publishes matters related to student achievement and academic quality for public access (Link <https://www.saddleback.edu/pio/public-information-and-marketing-office>). The president communicates matters of achievement and academic quality to the BOT in their monthly meetings, and to the College community through the Annual State of the College address (Link (ER 19)).

ANALYSIS AND EVALUATION

The College communicates matters of academic quality through publications on the College website, as well as the OPRA, EPA, and SharePoint sites. In addition, program-specific achievement and quality are published in PRs and on division and department websites. The Public Information and Marketing Office disseminates information to students, faculty, staff and the community through news releases, fliers, newsletters, brochures, and social networking sites.

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I.C.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 the College are described in the College Catalog. This description includes 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 alphabetically, by division, by program, 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 SLOs through the prescribed SLO evaluation and reporting process (1.C.4.5, 1.C.4.6).

ANALYSIS AND EVALUATION

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

I.C.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 regularly review and revise policies, procedures, and publications to ensure integrity in all representations of the mission, programs, and services. Board policies (BPs) and administrative regulations (ARs) 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 which is chaired by the vice chancellor of business services. This committee reviews all BPs on a regular cycle and makes recommendations for revisions in response to changes in external regulations, legal, or accreditation requirements, 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. BPs and ARs are available to students, employees, and the public on the District website (Links 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, 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 BPs or ARs. The Consultation Council is the primary body at the College responsible for the review of policies and procedures and for making recommendations to the President for approval. (Link to Saddleback College Governance and Decision Making Manual 2016 steps in strategic planning process p. 18).

As described in the Saddleback College Planning and Governance Manual 2016, and in accordance with Title 5, the College ensures the participation of all constituent groups, including faculty, staff, and students, in governance and decision-making. In the making of policy and procedural recommendations, faculty are represented by the Academic Senate, staff are represented by both the California Schools Employees 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 by any interested person, committee, or representative group at the College.

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

ANALYSIS AND EVALUATION

The College's policies, procedures, and publications are reviewed regularly to ensure 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 and inclusion of the most current policies, procedures, programs, and services in publications, a publication timeline as well as policies and procedures related to publications is recommended. This publication timeline should provide ample time for a thorough review of all aspects of the publication prior to printing and should be widely distributed and communicated to all parties responsible for information in these publications.

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.

EVIDENCE OF MEETING THE STANDARD

The 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 Assistance and Scholarship Office (Link screen shot of Financial Aid site, Scholarship website screenshot, Loan, screenshot, Financial Aid Video screenshot and link). The College Catalog has a section titled Student Fees/Refunds/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 nonresident 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, in the online class schedule and on the their MySite portal.

The Financial Assistance and Scholarship Office provides information to students on the availability of financial assistance, including fee waivers, scholarships, grants, loans, and work-study positions. The Financial Assistance and Scholarship Office produces the Financial Aid Student Handbook, which describes available aid opportunities and application deadlines. In addition, student consumer information is available on the Financial Assistance and Scholarship Office website. This information includes the total price of attendance, the net price calculator, tax credits, textbook information, and gainful employment disclosures regarding the success of students 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, the Financial Aid Shopping Sheet, FAFSA filing, and the Dream Act application.

ANALYSIS AND EVALUATION

The College accurately informs current and prospective students about the total cost of education, including fees and other related expenses, through a variety of means that include the College's website, the Financial Assistance and Scholarship Office webpage, the College Catalog, and the MySite portal. The catalog clearly lists all voluntary and nonvoluntary student fees and refund policies and procedures. Students 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 Assistance and Scholarship Office.

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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 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.

EVIDENCE OF MEETING THE STANDARD

The College and SOCCCD's commitment to academic freedom and responsibility within the institution is guided by BP 6120, 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 BP is available to students, employees, and the public on the SOCCCD website. Academic freedom is also one of the core values embraced by the College, as stated in the College's values:

Saddleback College embraces:

- **Commitment:** We commit to fulfilling our mission to serve the south Orange County community.
- **Excellence:** We dedicate ourselves to excellence in academics, student support, and community service.
- **Collegiality:** We foster a climate of integrity, honesty, and respect.
- **Success:** We place our highest priority on student learning and delivering comprehensive support for student success.
- **Partnership:** We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
- **Innovation:** We anticipate and welcome change by encouraging innovation and creativity.
- **Academic Freedom:** We endorse academic freedom and the open exchange of ideas.
- **Sustainability:** We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
- **Inclusiveness:** We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.
- **Global Awareness:** We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

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. This commitment to academic freedom and responsibility is also reflected in the Faculty Code of Ethics and Professional Standards, which is posted on the Academic Senate webpage and is 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.
- 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.

ANALYSIS AND EVALUATION

The College is committed to the free pursuit and dissemination of knowledge and supports an environment where intellectual freedom exists for all constituencies. This commitment is contained in BP 6120, Academic Freedom, in the core values of the College, and in the Faculty Code of Ethics and Professional Standards.

Evidence

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

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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 consequences for dishonesty.

EVIDENCE OF MEETING THE STANDARD

Saddleback College and the 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 BP 6120, as discussed in I.C.7 above. Additionally, all constituents of the College, including faculty, staff, administration, and students worked together on a joint “Statement of Mutual Respect and Collegial Behavior” in 2015-2016. The statement was approved by all of 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:

The faculty, staff, administration, and students 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 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 unflinching 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.

While each constituent group on 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, BP 5401, Rules and Regulations for Student Behavior, and AR 5401, Student Conduct, outline the rights and responsibilities of students. This BP and AR include expectations with regards to honesty and integrity and describe the procedures that are in place when the policy is violated. AR 5401 describes in detail the steps to be taken in case of a violation, the possible disciplinary actions, and the process for contesting such actions. This 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>)

Current policies and procedures related to verification and authentication of students in online courses relies on the username/password protocols established by the current learning

management system. Through the development of the online education plan and QFE it is likely that authentication and verification of students enrolled in online classes will evolve.

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. BP 6120, Academic Freedom, addresses issues of academic freedom and BP/AR 5401 both address 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.”

Evidence

BP 6120

Statement of Mutual Respect and Collegial Behavior”

AR 5401

<http://www.saddleback.edu/uploads/asenate/documents/FacultyHandbook1213updated.pdf>

<http://www.saddleback.edu/uploads/vpss/CodeofConduct.pdf>

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

EVIDENCE OF MEETING THE STANDARD

The College expects faculty to present data and information fairly and objectively and to provide an environment that fosters the free pursuit and exchange of ideas. 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.
- 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, BP 6120, 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 BPs, 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,” and on interactions with students that “demonstrates tolerance of different perspectives,” and on the demonstration of “current knowledge of [the] discipline.” Combined, all of 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 fairly and objectively present information regarding their discipline, but also encourage dialogue and debate. The faculty evaluation process reinforces these expectations.

Evidence

Faculty Code of Ethics and Professional Standards

BP 6120

DRAFT

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.

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.

ANALYSIS AND EVALUATION

This standard is not applicable.

DRAFT

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.

EVIDENCE OF MEETING THE 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.

DRAFT

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.

EVIDENCE OF MEETING THE STANDARD

The College complies with all requirements of the ACCJC. The College's compliance includes upholding Eligibility Requirements, Accreditation Standards, and all Commission policies, guidelines, and requirements relating to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has and continues to respond to all requirements of the ACCJC in a sincere and timely manner, including regular self-evaluations, requested follow-up reports, midterm reports, annual reports, and substantive change reports. For example, in spring 2016, when it was recognized that the ISS were calculated incorrectly, the College contacted the ACCJC promptly to seek advice and recommendations for correction (Link to documentation).

The 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.

ANALYSIS AND EVALUATION

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.

EVIDENCE OF MEETING THE STANDARD

The College and programs within the College comply with standards, criteria, regulations and statutes as required by external agencies. Some of the external agencies that the College interacts with regularly include the ACCJC, the California Community College Chancellor's Office (CCCCO), the 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 as well as agencies that award grants to the College (Links to each here?).

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

- Registered Nursing (RN) Program
- Health Information Technology (HIT) Program
- Paramedic Program
- Alcohol and Drug Studies Program

The Nursing Program has 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) 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/Drug Education (CAADE) and has maintained ongoing approval since its inception in 1977.

The accreditation status and agency information for each of the above programs is available on the respective program websites, in the College Catalog, and in PRs. 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 statuses. (ER 21)

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 PRs, and in program-specific self-studies.

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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.

EVIDENCE OF MEETING THE STANDARD

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

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 above assesses how the College's mission directs institutional priorities in meeting the educational needs of its students.

The College's commitment to high-quality education, to student achievement, and to student learning are also supported by the Saddleback College Foundation. The Foundation offers comprehensive fundraising 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 the College in specific resource-development initiatives. The majority of funds donated to the College by the College Foundation are endowed scholarships. The College Foundation promotes charitable giving and entrepreneurial revenue generation through its varied activities; the proceeds from these foundational activities directly benefit the educational programs and the mission of the College.

ANALYSIS AND EVALUATION

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

Evidence

Standard II: Student Learning Programs and Support Services

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 37 associate in arts degrees, 71 associate of science degrees, 82 certificates of achievement, 3 certificates of completion, 18 A.A.-T degrees, 5 A.S.-T degrees, and 33 occupational skills awards for a total of 249 degrees and certificates (II.A.1-01; II.A.1-02) (ER 9-01; ER 9-02). 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" (II.A.1-03).

To ensure that all programs reflect this mission, program review, completed every two years, requires faculty to address how their programs serve to support the College's Mission Statement (II.A.1-04) (ER 11-0?). 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. The College Catalog lists these PSLOs (II.A.1-05; II.A.1-06; II.A.1-07; II.A.1-08) (ER 11-0?; ER 11-0?; ER 11-0?; ER 11-0?).

Through the curriculum process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular program review. The Program and Course Approval Handbook (PCAH) is the state-sanctioned handbook for curriculum development (II.A.1-09). This handbook guides the development of new and revised programs and courses. The College ensures that at the course level its credits are consistent with accepted norms of higher education through its rigorous curriculum approval process (II.A.1-10; II.A.1-11) during which Course Outlines of Record (CORs) are scrutinized carefully to ensure compliance with accepted state standards (II.A.1-12; II.A.1-13). 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 California State and University of California systems to ensure articulation.

All 113 California Community Colleges, including Saddleback College, maintain three general education patterns (II.A.1-14): the Intersegmental General Education Transfer Curriculum (IGETC) for students planning to transfer to the University of California (UC) system (II.A.1-15), the California State University (CSU) General Education Requirements (CSU GE) for students planning to transfer to the CSU system (II.A.1-16), and a local general education pattern defined by Title 5 (II.A.1-17). In order to transfer to a UC or CSU campus, students are generally required to complete a minimum of 60 transferable units, including general education, major preparation, and elective units.

Program Development and Revisions

The College's Curriculum Committee guides the development of academic programs (II.A.1-18). When a department or division decides to develop a new program, the department or division must first create a program proposal, which provides justification for the program, the sequencing of courses, and the minimum qualifications for faculty to teach the courses. In the case of a new transfer program, the department must show that the new (or revised) program would meet 51 percent of a transfer institution's program's lower division requirements. Once this step has been completed, the department or division then forwards its proposed program to the College's Curriculum Committee, which then determines if the course meets the standards of Title 5. These standards include grading policies, units, intensity, pre-requisites, co-requisites, basic skills requirements, and difficulty level (II.A.1-19). In conjunction with the curriculum chair, the College's articulation officer then ensures that articulation agreements are prepared 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 on ASSIST.org (II.A.1-20) as well as on the College's articulation web page (II.A.1-21). 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 Career Technology Education (CTE) programs, curriculum approval is a three-step process. 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 and Orange County Regional Consortium (LAOCRC), which includes representation from all 27 community colleges in the Los Angeles and Orange County areas. This consortium ensures that a new or substantially changed program has positive labor market data and employment opportunities, and that the program doesn't create 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 recommend a program or program modification, then follow the state-mandated process for program approval. The College then measures demand for this program by researching the number of occupations the program would support, the rate of pay for these occupations, and comparable programs (II.A.1-22). Data is obtained from various sources such as EMSI, which includes local labor market statistics, and data mart, 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 (II.A.1-23; II.A.1-24; II.A.1-25). 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 then seeks input from industry personnel through advisory committees. Based on all of this information, faculty develop the curriculum and send it through the regular curriculum approval process.

Similar to CTE, Community Education (CE) 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 (II.A.1-26; II.A.1-27; II.A.1-28). The CE Department welcomes new program proposals from the general public, College faculty, and staff. 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 CE classes are reviewed by the Academic Senate for duplication with credit offerings, and are approved by the Board of Trustees before being offered.

In addition to Community Education, the College illustrates its commitment to the lifelong learner through the Emeritus Institute (EI), which offers noncredit academic programs to an older adult population (II.A.1-29). These courses go through the same approval process as other academic courses, but, as they are noncredit and nontransferable, 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.” Furthermore, courses offered through EI are “academically-rigorous, socially-engaging, mentally-stimulating, and physically-strengthening for older adult students” (II.A.1-30).

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 (II.A.1-31), which allows struggling programs an opportunity to assess their viability. Either faculty or administration can initiate this process, and the possible outcomes of the process 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 (II.A.1-32; II.A.1-33). In compliance with Title 5, this process takes place every five years for non-CTE courses and every two years for CTE courses. 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 biannual program review process, faculty are asked to reflect on how course SLO assessments contribute to overall PSLO and ISLO attainment (II.A.1-34; II.A.1-35).

All ISLOs are tied to the College’s mission of fostering learning and student success, and their areas of focus include: Effective Communication, Intellectual and Practical Skills, Community/Global Consciousness and Responsibility, and Breadth of Subject Area Knowledge (II.A.1-36). In spring 2015, a work group of the College’s Educational Planning and Assessment Committee (EPA) 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 (II.A.1-37; II.A.1-38; II.A.1-39). In spring 2016, approximately 12 faculty piloted the use of ePortfolios in their classes. The work group is evaluating this pilot 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

Through the Student Success and Support Program (SSSP), the College provides each student with a clear roadmap that leads to further education and/or employment. 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 a four-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11, as all students in 12th grade are required to matriculate (II.A.1-40; II.A.1-41). 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 complete the following steps:

1. Orientation
2. Assessment
3. Advisement
4. The creation of an Educational Plan

All students who want a certificate, a two-year degree, to transfer to a four-year university, or who are undecided are guided through this process by a program known as My Academic Plan (MAP), which can be accessed through MySite (II.A.1-42; II.A.1-43; II.A.1-44).

Information on graduation requirements is available on the College website, the Student Handbook, and in the College Catalog, which includes a description of all degree and certificate requirements as well as the general education transfer patterns (II.A.1-45; II.A.1-46; II.A.1-47). In addition, the College's Transfer Center and academic counselors aid students with their educational goals (II.A.1-48).

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*, which analyzes the past five years of retention and success rates (II.A.1-49). The report includes student progress, student transfer rates, and the number of degrees earned by transfer students at universities within the CSU 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 became a member in 2015 (II.A.1-50). 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 (II.A.1-51).

Beyond insuring academic success, the College also seeks to provide employment pathways for CTE students. CTE programs communicate with the community to ensure the programs meet industry needs. The College also monitors labor market data to see if programs are still relevant.

While the College does not have many programs that are exclusively offered through distance education, courses within programs are offered online and many of the programs provide the ability to complete 50 percent 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 a given program and its students (II.A.1-52). In addition, advisory boards within all CTE

programs, such as HIT (which is 100% online) (II.A.1-53), Real Estate (II.A.1-54), and Child Development (II.A.1-55), provide additional guidance on the applicability and need for online offerings. Considerations for decisions affecting whether to offer a course online include analysis of student access, community needs, historical data for enrollment patterns, fill rates, demand, student success rates, accrediting organization requirements, and academic integrity.

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

Evidence

II.A.1-01: List of Associate Degrees and Certificate Programs (ER 9-01)
II.A.1-02: College Catalog Degrees (ER 9-02)
II.A.1-03: College Mission Statement
II.A.1-04: Program Review Handbook (page 9) (ER 11-??)
II.A.1-05: College Catalog PSLOs (ER 11-??)
II.A.1-06: Sample PSLOs in Online College Catalog (Marine Science) (ER 11-??)
II.A.1-07: Sample PSLOs in Online College Catalog (Interior Design) (ER 11-??)
II.A.1-08: Sample PSLOs on Program Webpage (Graphic Design) (ER 11-??)
II.A.1-09: Program and Course Approval Handbook (6th edition draft)
II.A.1-10: New Program Approval Policy and Process
II.A.1-11: New Course Curriculum Guidelines
II.A.1-12: New Curriculum Proposal Form
II.A.1-13: New Program Approval Process
II.A.1-14: General Ed Patterns
II.A.1-15: IGETC
II.A.1-16: CSU GE
II.A.1-17: General Education Requirements
II.A.1-18: BP 6100
II.A.1-19: Program and Course Approval Handbook (p. 29-30)
II.A.1-20: Assist.org
II.A.1-21: Articulation Web Page
II.A.1-22: Economic Workforce and Development 2015 Report
II.A.1-23: Sample EMSI Report: Human Services
II.A.1-24: Sample EMSI Report: Medical Records and HIT

II.A.1-25: Sample EMSI Report: Manufacturing Occupation
II.A.1-26: Community Education: Adult Education Flyer
II.A.1-27: Community Education: High School Equivalency Classes
II.A.1-28: Community Education: College for Kids Parent Handbook
II.A.1-29: Emeritus Homepage
II.A.1-30: Emeritus Program Review
II.A.1-31: Program Vitality and Inquiry Policy
II.A.1-32: Curriculum Home page
II.A.1-33: Guidelines for Tech Review
II.A.1-34: Connections between SLOs-PSLOs-ISLOs
II.A.1-35: PR Handbook: Connecting SLOs-PSLOs-ISLOs
II.A.1-36: ISLOs
II.A.1-37: Sample eportfolio 1
II.A.1-38: Sample eportfolio 2
II.A.1-39: Sample eportfolio 3
II.A.1-40: Matriculation Page (enrollment steps)
II.A.1-41: Matriculation Page: Student Advisement
II.A.1-42: Matriculation Page: MAP
II.A.1-43: Sample MAP IGETC
II.A.1-44: Sample MAP CU
II.A.1-45: Associates Degrees and Certificates College Catalog
II.A.1-46: Graduation Requirements College Catalog
II.A.1-47: Student Handbook: Overview of the Various Educational Paths
II.A.1-48: Transfer Center
II.A.1-49: Institutional Effectiveness Report: 2014-2015
II.A.1-50: CCSSE
II.A.1-51: SAMPLE CCSSE survey
II.A.1-52: BP 6112 AR Distance Education
II.A.1-53: DE program (HIT)
II.A.1-54: Sample DE-heavy program (Real Estate)
II.A.1-55: Sample DE-heavy programs (Child Development)

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 a given course, including topics covered, course objectives, typical assignments and readings, methods of instruction, and methods of evaluation (II.A.2-01; II.A.2-02; II.A.2-30). 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 program review and the curriculum revision and development process (II.A.2-04; II.A.2-05).

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 program review process—which takes place every two years and is overseen by the Educational Planning and Assessment Committee (EPA)—each instructional program conducts a thorough self-evaluation addressing areas such as staffing, curriculum and instruction, student success, teaching modalities, facilities and infrastructure, and community outreach. As described in the Program Review Handbook, the objectives of program review are to:

1. State program objectives and future objectives align 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 (for example, 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 offerings. In relation to their programs, faculty are expected to provide detailed data reports, including 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. 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 (II.A.2-06). 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 faculty dialogue about the data, including SLO assessment results. These exchanges 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 the faculty's interests and teaching styles. The variety of teaching modalities offered at the College includes 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 assessed 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 (II.A.2-07; II.A.2-08; II.A.2-09).

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 (II.A.2-10). These conversations continue into 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 (II.A.2-11; II.A.2-12) in Fall 2013, for which the College received a three-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.

The Faculty Center for Student Success (FCSS) provides further training and support for faculty through. 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 (II.A.2-13; II.A.2-14; II.A.2-15). 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. Training in online technologies through workshops and one-to-one advisement and collaboration with DSPS specialists on the latest best practices provides continual education on accommodation needs and emerging technologies. Furthermore, there are 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 they frequently update and refresh their skills to better support faculty members. Individual faculty members also participate virtually in @ONE training courses (II.A.2-16; II.A.2-17), and participate in staff-led workshops in the FCSS. 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 that program instead. While many faculty did complete the @ONE program, it became evident that a locally devised program should be created as well. Therefore, a ten-week certificate course was created over the summer and fall of 2016 and will debut in spring 2017 (II.A.2-18; II.A.2-19; II.A.2-20; II.A.2-21).

Faculty Evaluation

As outlined in the Academic Employee Master Agreement for 2015-2018, the dean or designee evaluate all faculty on a regular basis. 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. Per the new faculty contract, which was implemented in Fall 2016, the evaluation process includes a faculty-prepared portfolio, a classroom/worksite observation, and an administrative review by the dean or designee. Faculty also have the option of submitting student evaluations. 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 (II.A.2-22).

ANALYSIS AND EVALUATION

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.

Evidence

- II.A.2-01: Curriculum New Course Approval Page
- II.A.2-02: New Course Proposal Form
- II.A.2-03: COR Guidelines
- II.A.2-04: Curriculum Guidelines for Scheduled Course Review
- II.A.2-05: Curriculum Guidelines for Course Revision
- II.A.2-06: Program Review Handbook Appendices
- II.A.2-07: PR Handbook: Faculty Dialogue of SLO results (PDF only)
- II.A.2-08: EPA document discussion of SLO results (PDF only)
- II.A.2-09: PR for Computer Information Management and Administrative Assistant
- II.A.2-10: Fall 2016 Flex Calendar

- II.A.2-11: AVID Webpage
- II.A.2-12: AVID in Schedule of Classes
- II.A.2-13: [FCSS Webpage](#)
- II.A.2-14: FCSS Faculty Support Page
- II.A.2-15: FCSS Workshops for Accessibility
- II.A.2-16: Faculty Development Calendar @one
- II.A.2-17: [@one Training Certification](#)
- II.A.2-18: Ten week certification course for online instruction (Module 1)
- II.A.2-19: Ten week certification course for online instruction (Module 2)
- II.A.2-20: Ten week certification course for online instruction (Module 3)
- II.A.2-21: Ten week certification course for online instruction (Module 4)
- II.A.2-22: Faculty Evaluation Form

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 OF 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 (II.A.3-01). Ongoing assessment of these SLOs 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 (II.A.3-02; II.A.3-03). 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. One or more of these SLOs is assessed in each section of the course annually, and the results are stored within TracDat, the system used to house the College's SLO data (II.A.3-04). To increase SLO attainment, department chairs meet with their faculty in order to engage in dialogue regarding the results, help faculty make thoughtful revisions to their courses or teaching methods, and revise department curriculum as needed. The assessment results and the way in which those results are used are then input into TracDat. The *TracDat Comprehensive SLO Report* contains evidence of this assessment activity, as well as assessment results and the ways in which results have been utilized by programs (II.A.3-05; II.A.3-06). Each program runs and analyzes this report during the program review process. At present, the College is working on including SLOs on the COR for each course (II.A.3-07; II.A.3-08). This necessitates 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 the placement of SLOs on their course syllabi (II.A.3-09).

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 (II.A.3-10; II.A.3-11) and posted on the web pages of most programs (II.A.3-12; II.A.3-13). 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 aggregation of course assessment data (II.A.3-14; II.A.3-15). 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 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, these ePortfolios 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 (II.A.3-16) and on the College's website (II.A.3-17). 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 (II.A.3-18). The College has identified a number of methods for direct ISLO assessment that include the following:

- **ePortfolios:** An ePortfolio is an electronic collection of writing samples, photos, research undertakings, creative projects, student reflections, and mentor feedback that document a student's academic journey while at the College and beyond. These ePortfolios allow students to report on both classroom assignments and accomplishments outside of the classroom that relate to ISLOs (II.A.3-19). During 2014-2015, a joint workgroup of the Student Success Committee and the EPA Committee conducted, researched, and developed an ePortfolio pilot, which took place in spring of 2016 (II.A.3-20; II.A.3-21). During the pilot, approximately 12 faculty members 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 college wide 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. This assessment can provide external validation that students have attained the College's ISLOs. During the pilot implementation of CLA+, 100 students took the assessment. An evaluation of its usefulness for the College is taking place in fall 2016 (II.A.3-22).
- **Interactive workshops:** In fall 2015, the EPA Committee began holding interactive workshops with faculty during the College's professional development week as a means 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 (II.A.3-23).
- **Department Chair Surveys:** In fall 2016, the EPA Committee will send an annual survey to department chairs as an additional means of identifying the ways in which ISLOs are being assessed across the campus. These surveys will also provide indirect data on ISLOs (II.A.3-24).

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. The College assesses course SLOs on a regular basis, a process, which provides information that rolls up to PSLOs and ISLOs, providing data for a dialogue on P/I/SLO attainment through the Program Review process. The College is working diligently on finding ways to more directly assess PSLOs and ISLOs, including the promising use of ePortfolios. For many years faculty have been asked to place SLOs on their course syllabi; however, it became evident that there were cases in which this was not being done. In order to rectify this inconsistency, in 2015 the Academic Senate approved a mandate that all course syllabi must include the approved SLOs. The College now evaluates faculty's adherence to this mandate (II.A.3-15). The College is working on integrating SLOs into official course outlines. Unlike other indicators, such as success and retention rates, which are disaggregated, course SLOs have been assessed in all courses and in every delivery mode, but the data has been aggregated so that results cannot be analyzed by modality. The EPA Committee is currently working on a new process that will require SLO result data to be separately reported and analyzed. A rollout of this new process will occur for the 2016-2017 assessment results.

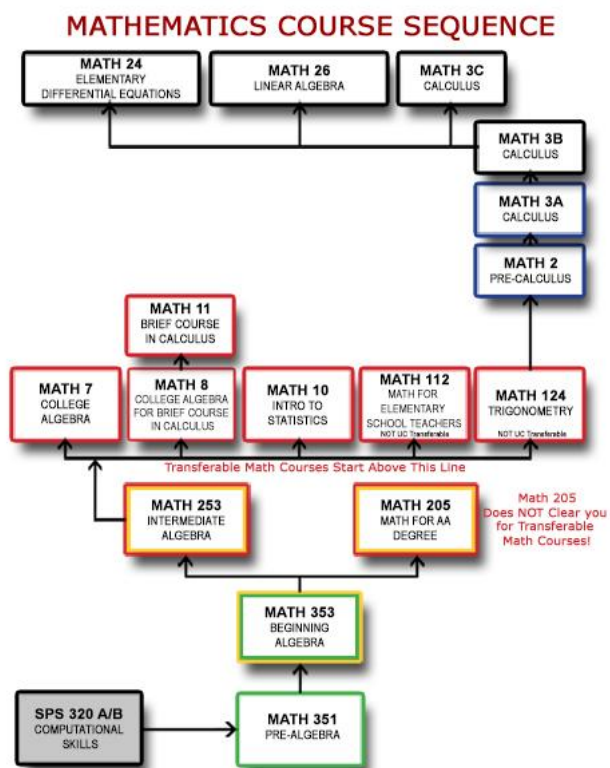
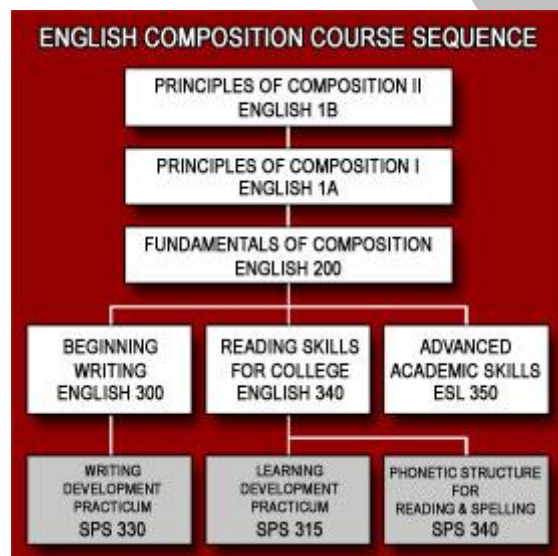
Evidence

- II.A.3-01: EPA website
- II.A.3-02: Sample AUO: Admissions and Records
- II.A.3-03: Sample AUO: DSPS
- II.A.3-04: Program Review Handbook (using TracDat)
- II.A.3-05: Kinesiology Comprehensive Program SLO report (PDF only)
- II.A.3-06: SLO Handbook (using TracDat SLO roll-up)
- II.A.3-07: Sample COR History 4
- II.A.3-08: Sample COR Math 2
- II.A.3-09: Faculty Evaluation Form (tied to SLOs)
- II.A.3-10: Web Designer PSLOs on College Catalog
- II.A.3-11: Software Specialist PSLOs on College Catalog
- II.A.3-12: PSLOs on Program web page: Engineering
- II.A.3-13: PSLOs on Program web page: Oceanography
- II.A.3-14: SLO-PSLO Roll-up
- II.A.3-15: How TracDat maps SLOs to PSLOs
- II.A.3-16: ISLOs in College Catalog
- II.A.3-17: ISLOs on College web page
- II.A.3-18: Tracdat Roll-Up to ISLOs
- II.A.3-19: ePortfolio Home Page
- II.A.3-20: Sample ePortfolio
- II.A.3-21: Sample ePortfolio
- II.A.3-22: CLA +
- II.A.3-23: Interactive Workshops ISLOs
- II.A.3-24: Department Chair Surveys
- II.A.3-25: AS Agenda 4-14-15

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 nontransferable. This pre-collegiate curriculum is distinguished from college-level curriculum through the use of course-sequencing numbers (II.A.4-01), which have been established through the College's Curriculum Committee. All basic skills courses are numbered in the 300s and are designed for students who aren't ready for college-level curriculum. Developmental courses are in the 200s and are geared toward students who have higher skills, but are still not ready for college-level curriculum (II.A.4-02). Transfer courses are numbered from 1-199 for transferability to the CSU system and 1-99 for transferability to the UC system. This sequencing system is available to students in the College Catalog.



Information about the course-sequencing system is also available in MAP when students develop their academic plans. The College does not differentiate class sequence by teaching modality, so face-to-face and online courses are numbered in the same way. In the case of 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 in order to expand skills and potentially increase pay, the numbering system, along with the official course description, clarify when a student's work becomes college level.

The College establishes and evaluates pre-collegiate courses and programs through the scheduled technical review, 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 department wide. Curricular changes are made in the interest of promoting student success. For example, the English Department has examined 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 reach college-level curriculum. With each additional class, it is less likely that the student will reach his or her academic goals. In response to this concern, the English 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 (II.A.4-03; II.A.4-04). 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 four-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11 (II.A.4-05). After reviewing the New Student Online Orientation, students are assessed in reading, English, math, and, when applicable, ESL (II.A.4-06). Once their skill level has been determined, students are advised and given a First Semester Education Plan. As a result, student need, as determined through matriculation testing, establishes the criteria by which the College decides to offer developmental, pre-collegiate, continuing and community education, short-term training, and contract education programs. The College also works with the K-12 system to better understand pre-collegiate student populations and their needs. Faculty within a department determine whether to offer these pre-collegiate courses in face-to-face or online modalities. The majority of these courses are offered face-to-face, but, in response to student demand, some English and math courses are offered online (II.A.4-07; II.A.4-08). The continual monitoring of student success, retention, and persistence rates in these course helps determine whether the courses are being offered in the correct modalities.

An example of a recently developed program that illustrates the College's responsiveness to adult education needs is the new noncredit ESL Adult Education program (II.A.4-09). Once offered only through the extension program of the K-12 districts, this program is now offered through the Division of Community Education and provides basic skills classes for adult English language learners. This program provides an example of a clear pathway that community ESL students can take in preparation for college courses. Starting in fall 2015 and geared specifically for the basic skills ESL population, the ESL adult education curriculum provides a seven-level class sequence that leads from the Basic Literacy course to Advanced-High ESL. Class sequencing numbers have been assigned in the 700 range to illustrate that these classes are just below the lowest level of credit ESL offered at the College.

Student need and employer demand help establish the criteria for offering basic skills courses, especially for CTE and EWD. The EWD Corporate Services Office initiates contract education and training programs, which are customized to industry needs (II.A.4-10). For example, the Health Sciences Department offers basic skills courses and programs with contextualized basic skills. These basic skills offerings are designated specifically for health science students and include contextualized and applied learning (II.A.4-11). Industry need drives the EWD course and training offerings. The guiding principles of the College's EWD plan state, "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" (II.A.4-12). For example, the EWD 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 and 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 (II.A.4-13; II.A.4-14). In addition, three part-time counselors were hired starting in spring 2015 to specifically serve AESL and ESL students. 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 the community. Pre-collegiate courses and support services are 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 are, 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 (II.A.4-15). Following a cohort from fall 2012 to fall 2015, the data shows that only 42 percent of the students successfully passed a college-level English course within three years, and only 6 percent passed a college-level math course within three years. This is an ongoing concern that is being addressed in a variety of ways. One of the reasons why students have not progressed quickly from pre-collegiate into college-level courses is due to the number of courses in these sequences. Therefore, faculty from several departments are working 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 can then go 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.

Evidence

II.A.4-01: College Catalog: Discussion of Course Sequencing

II.A.4-02: Student Handbook: Matriculation and Course Sequencing

- II.A.4-03: COR for English 390
- II.A.4-04: Catalog Description for English 390
- II.A.4-05: Matriculation Process and Enrollment
- II.A.4-06: Matriculation Assessment Testing
- II.A.4-07: Online English 200 (Developmental) offered Spring 2017
- II.A.4-08: Online Math (Beginning and Developmental) offered Spring 2017
- II.A.4-09: Community Ed. Adult ESL classes:
- II.A.4-10: EWD Plan (page 6)
- II.A.4-11: EWD Plan (page 11)
- II.A.4-12: EWD Plan (page 10)
- II.A.4-13: LRC Tutoring
- II.A.4-14: Embedded Tutors Guidelines
- II.A.4-15: BSI Committee's 2015 Report on Basic Skills Students

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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. (ER 12)

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 (II.A.5-01). When new or revised curriculum is proposed, the College's Curriculum Committee determines the course level and sequencing through a number of techniques (II.A.5-02). When applicable, the curriculum chair first looks to the rubrics from the State Chancellor's Office and applies 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 nontransferable or for CTEs, the chair will look to Bloom's Taxonomy (II.A.5-03) and the Methods of Evaluation (MOE) to assess the course. The state-approved Course Outline of Record (COR) is a key metric in ensuring that the College's offerings reflect the practices common in American higher education (II.A.5-04).

The Curriculum Committee also ensures that new and revised associate degree programs have at least 60 units which are comprised of general education requirements and, in accordance with Board Policy 5600 and Title 5, Section 33060 et seq, at least 18 degree-specific units (II.A.5-05). 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 (II.A.5-06; II.A.5-07; II.A.5-08; II.A.5-09).

Another way that the College ensures that its programs and degrees follow practices common to American higher education is through articulation, a process by which the College's articulation officer makes sure that the courses offered align with those of higher or equal institutions (II.A.5-10). These articulation agreements streamline 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 of the CSU and UC campuses (II.A.5-11) (ER 12-01) as well as many private and out-of-state colleges and universities (II.A.5-12; II.A.5-13) (ER 12-02; ER 12-03). All articulation agreements are published at ASSIST.org and on the Saddleback College articulation website (II.A.5-14). Various degree pathways, including the Associate in Arts for Transfer (AA-T) degrees, demonstrate the efficacy of these agreements (II.A.5-15). 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 (II.A.5-16; II.A.5-17). To date, the College offers 18 majors which have been approved for the AA-T, in addition to the 108 AA and AS degrees offered by the College.

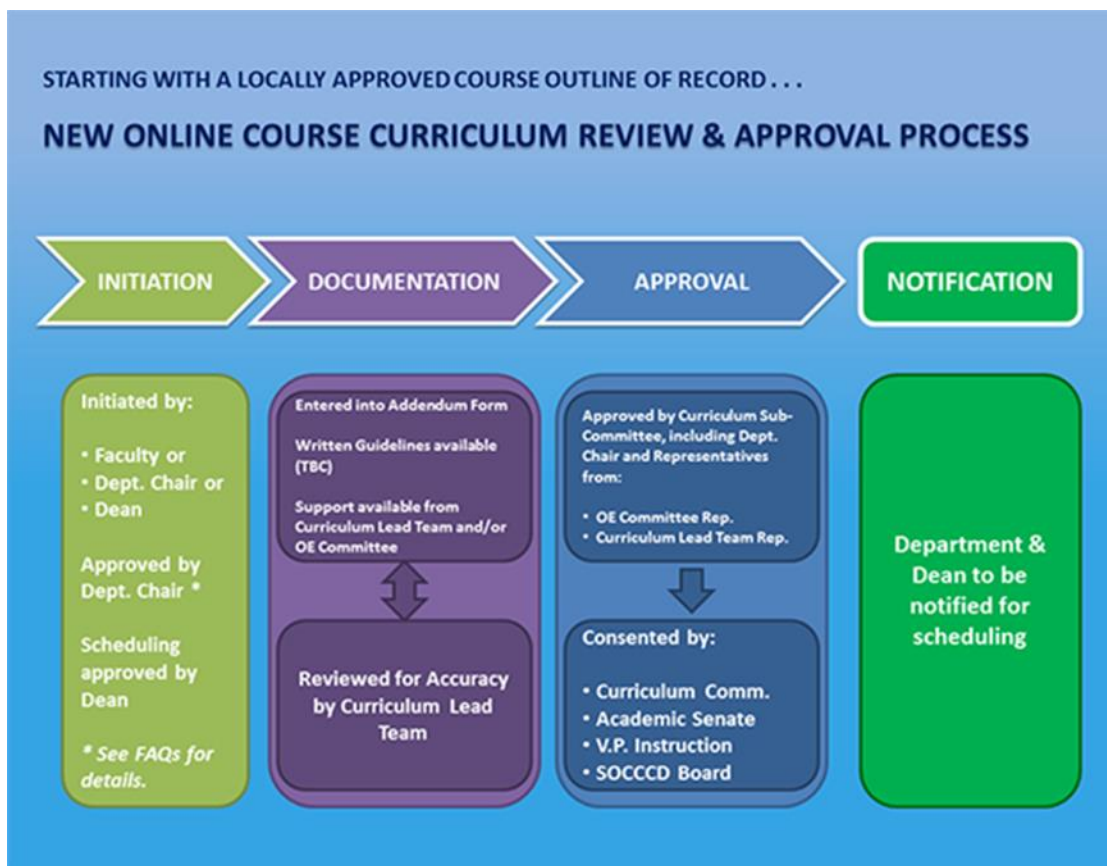
The College's formalized program review process maintains the quality of programs (II.A.5-18). All programs are subject to review on a two-year cycle. This review includes an analysis of the

program's relevance to the College mission. Courses that have not been offered in three years are generally eliminated from the College Catalog, and those programs that are determined to be outdated or unnecessary are subjected to the Program Vitality Inquiry Policy and Process. 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" (II.A.5-19). 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 faculty evaluations, which occur every three years for both full-time and part-time faculty (II.A.5-20). All faculty must meet minimum teaching qualifications. District administration and the Faculty Association have established the faculty evaluation process in accordance with the Education Code. The Academic Senate, Faculty Association, and administration regularly review and update this process. Furthermore, the faculty and administration implement this process to ensure that division deans or their designees evaluate all probationary, tenured, part-time classroom, and non-classroom faculty. This faculty evaluation process considers faculty expertise, organization, communication skills, teaching methods, and the quality of their assessments.

Several steps maintain the quality of online courses and online instruction. First, a subcommittee of the Curriculum Committee uses a separate approval process to ensure that the quality of online courses is consistent with that of face-to-face courses (II.A.5-21). The subcommittee also determines whether the intended methodology for the proposed online course is appropriate to the topic (II.A.5-22). The Distance Education Addendum confirms that faculty create assignments and grading strategies suited to an online environment.

Flow-chart for D.E. Curricular Approval Process



Faculty evaluations also maintain the quality of online courses. Similar to a face-to-face evaluation, the evaluation of online classes is done by the dean or dean's designee. The evaluation consists of a 50-minute meeting between the instructor and the evaluator during which the instructor walks the evaluator through the online class.

ANALYSIS AND EVALUATION

In the development of its certificate and degree programs, the College follows practices common to institutions of higher education. 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, through the curriculum and technical review processes, for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs. Program review evaluates all programs for their effectiveness every two years. Quality instruction is maintained through the evaluation of faculty of both face-to-face and online courses every three years.

Evidence

- II.A.5-01: Curriculum Home Page
- II.A.5-02: Program and Course Approval Handbook
- II.A.5-03: Bloom's Taxonomy Chart

II.A.5-04: State Course Outline of Record
II.A.5-05: BP 5600
II.A.5-06: Humanities Program
II.A.5-07: Environmental Studies Program
II.A.5-08: Roadmap Alcohol and Drug
II.A.5-09: Roadmap Human Services
II.A.5-10: Articulation Agreements
II.A.5-11: IGETC CSU GE (ER 12-01)
II.A.5-12: College Catalog GE Core Requirements (ER 12-02)
II.A.5-13: College Catalog GE Breadth Requirements (ER 12-03)
II.A.5-14: Assist.org
II.A.5-15: AA-T Degree page
II.A.5-16: Sample AA-T
II.A.5-17: Sample AA-T
II.A.5-18: Program Review Handbook
II.A.5-19: Program Vitality Inquiry and Process Policy
II.A.5-20: Faculty Performance Evaluation
II.A.5-21: Online Course Approval Process (web page)
II.A.5-22: Online Addendum Form

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)

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 (II.A.6-01; II.A.6-02) (ER 9-03; ER 9-04). 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 (II.A.6-03; II.A.6-04; II.A.6-05; II.A.6-06) (ER 9-05; ER 9-06; ER 9-07; ER 9-08). Courses are offered in different modalities (II.A.6-07) (ER 9-09), at various locations within the community (such as local high schools), in both day and evening time blocks, and for varying term lengths (II.A.6-08; II.A.6-09; II.A.6-10) (ER 9-10; ER 9-11; ER 9-12). In addition, to ensure that students will be able to complete their degree in the specified timeframe, the state requires that all courses be offered at least once every two years.

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, enrollment, and section counts (II.A.6-11). This data 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 (II.A.6-12, II.A.6-13). Course waitlists are also useful measures of demand. If waitlists for courses are long, additional sections can be added as needed if classroom space and faculty are available.

Programs are encouraged to create scheduling templates to inform students when all courses will be offered over the coming two-year period, and many programs, such as Automotive Technology and Human Services, have done so. All templates provide clear roadmaps and are efficiently sequenced (II.A.6-14, II.A.6-15, II.A.6-16). This is particularly important for CTE programs, which tend to have classes that are offered only once every two years. This information is therefore vital for students as they create 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, the College intends to use this information to effectively predict course demand in a given semester so that the appropriate number of sections will be offered to meet student need.

Finally, the College has recently taken several steps, such as the introduction of accelerated courses and changes in placement assessment, to ensure that students complete their coursework in a timely fashion (II.A.6-17). For example, the accelerated course English 390 is a one-semester course designed for students who have placed two levels below college transfer. Through successful completion of the course, students qualify for college-level English courses (II.A.6-18). 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 free workshop and then retest, ensure that students are both appropriately placed and on a clear pathway toward their career goals (II.A.6-19).

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 redesign of course scheduling is reflected in the new block schedule instituted in 2015-2016, which was designed to allow for the most efficient scheduling of courses to meet the needs of students (II.A.6-20). The College has recently completed a comprehensive enrollment management plan that addresses additional ways to improve student progression through their programs (II.A.6-21). This plan was approved by the Consultation Counsel in March of 2016 and has since been implemented.

Evidence

- II.A.6-01: Two-year Program; Accounting (ER 9-03)
- II.A.6-02: Two-year Program: Construction Inspection (ER 9-04)
- II.A.6-03: Catalog Course Numbering System (II.A.6-03) (ER 9-05)
- II.A.6-04: Course Sequences: English, Math, and ESL (ER 9-06)
- II.A.6-05: Sample Course Sequence: Engineering (ER 9-07)
- II.A.6-06: Sample Course Sequence: Physics (ER 9-08)
- II.A.6-07: Educational programs that are 50% or more online (ER 9-09)
- II.A.6-08: Location of educational programs (ER 9-10)
- II.A.6-09: Emeritus Programs (ER 9-11)
- II.A.6-10: Cosmetology Programs (ER 9-12)
- II.A.6-11: Enrollment Management Group on Sharepoint
- II.A.6-12: Interactive Enrollment Comparison (inFORM)
- II.A.6-13: Enrollment Comparison by Program
- II.A.6-14: 2-year Roadmap for the Art Major
- II.A.6-15: 2-year Roadmap for the Paramedic
- II.A.6-16: 2-year Roadmap for Automotive Technology
- II.A.6-17: Scheduling Plan for Student Success
- II.A.6-18: English 390
- II.A.6-19: Refresh Program
- II.A.6-20: Block Schedule Map
- II.A.6-21: Enrollment Management Plan

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 College's SLO Handbook (II.A.7-01). Some of these methodologies include the use of field research, written evaluations, group presentations, exams, and performances. Enrollment numbers and program review serve as evidence that the College meets the needs and learning styles of its students. The evaluation of the effectiveness of delivery modes is an important component of the biannual program review (II.A.7-02). While some programs, like Real Estate, are almost entirely online, other programs, like Sociology, use a variety of delivery modes including face-to face, hybrid, and online courses.

In addition, the College's online courses offer an array of instructional methods to address the multiple learning styles of online students. Online courses can include a variety of methods for student-to-student interaction, including collaborative activities, discussion boards, and synchronous instruction. These courses also offer various methods of content delivery, such as video, audio, and written lectures (II.A.7-03). Using the Turnitin database, which is part of the LMS platform, instructors can provide feedback on student work through grading rubrics, typed notes, and voice memos. These forms of feedback can serve multiple intelligences and can offer the instructor a means to engage students with different learning styles. The College also works to ensure that all of its students are served equitably by the student support programs on campus. Various methods work 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" (II.A.7-04).

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

- The Community Education program (II.A.7-05) is responsible for adult noncredit programming, including educational and personal enrichment classes, as well as guided travel opportunities. In 2013, Community Education Department programming expanded to include afterschool and enrichment programs for K-12 and oversight of intensive language courses offered to international students. In 2015, Community Education Department programming expanded to include oversight of community-based AESL (Adult ESL) programs (II.A.7-06).
- 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 (II.A.7-07; II.A.7-08).

- 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 in, and benefit equitably from, their college experience (II.A.7-09; II.A.7-10; II.A.7-11).
- Veterans Education and Transition Services provides support for the College's large veteran population. The effort to support student veterans includes a vast amount of counseling support, dozens of community partners, student activities, the Veterans Memorial, and the VETS Center (II.A.7-12).
- Extended Opportunity Programs and Services (EOPS) is a state-funded program, which serves students who are educationally and financially disadvantaged. The program's services include academic, career, and personal counseling, as well as book service, priority registration, and assistance in transferring to four-year colleges and universities (II.A.7-13).
- As a supplemental 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) (II.A.7-14).
- CalWORKs is a welfare program that provides cash aid and services to eligible California families. In addition to providing educational planning and counseling, CalWORKs also helps students navigate the community college system, coordinate with county welfare offices, and provide a bridge to other on-campus and off-campus services (II.A.7-15; II.A.7-16).
- 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 individual students navigate through the array of options at Saddleback College and a network of resources throughout California (II.A.7-17).

The Learning Resource Center (LRC) offers additional learning support services, including face-to-face and online tutoring; the Paper Center, which provides remote feedback on uploaded papers; and extended hours to meet the needs of nontraditional students (II.A.7-18). All of these services ensure greater success for students who utilize the Tutoring Center.

Moreover, numerous professional development opportunities can assist the faculty and staff in addressing the diverse needs of students. These professional development opportunities 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 students 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 during day and evening hours.

Professional development opportunities assist faculty and staff in addressing the diverse needs of students. As discussed in the 2010 *Accreditation Self Study Report*, the College created the Institute for Teaching and Learning, which provided in-house online instruction training for faculty through a series of two-unit courses. Due to low enrollment, these courses were phased out in 2012. Faculty now use @ONE, an outside provider that partners with the State Chancellor's Office to provide training and certification for online instructors (II.A.7-19). Furthermore, the Faculty Center for Student Success (formally known as CIDDE) offers online assistance and supports effective use of instructional technology both inside the classroom and in online courses. The FCSS regularly provides training to faculty and staff during in-service and Flex Weeks, ongoing workshops, and training and support for instructional technologies throughout the year (II.A.7-20).

Evidence

- II.A.7-01: SLO Handbook: Methodologies Section
- II.A.7-02: Program Review Handbook: Methodologies Section
- II.A.7-03: Online Addendum Form
- II.A.7-04: Student Equity Plan
- II.A.7-05: Community Ed webpage
- II.A.7-06: Adult Ed webpage
- II.A.7-07: Emeritus Institute
- II.A.7-08: Emeritus Classes
- II.A.7-09: DSPS webpage
- II.A.7-10: DSPS Brochure
- II.A.7-11: DSPS Brochure #2
- II.A.7-12: Veterans webpage
- II.A.7-13: EOPS webpage
- II.A.7-14: CARE webpage
- II.A.7-15: CalWorks webpage
- II.A.7-16: CalWorks Flyer
- II.A.7-17: EWD webpage
- II.A.7-18: LRC webpage
- II.A.7-19: @one webpage
- II.A.7-20: FCSS webpage

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 utilized in its programs. The only programs currently using standardized tests are the Student Success and Support Program (SSSP) and in the Nursing and Reading programs solely for placement purposes. SSSP assesses all new degree and certificate students for placement into the correct level of English, math, reading, and ESL courses (II.A.8-01).

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, in 2013, SSSP shifted to the CTEP for student placement (II.A.8-02). A validation report of the CTEP 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 and the College Student Equity Plan also illustrate how specific groups who might struggle are provided extra support when preparing for the placement test in order to reduce test bias and enhance reliability (II.A.8-03; II.A.8-04). For example, the College has implemented the Refresh Program where students complete a 21-hour workshop led by English and math instructors and then re-take the placement test (II.A.8-05).

Those programs that require further assessment for student placement work hard to validate their tests and maintain test reliability. For example, the Nursing Program conducts exams that assess prior learning for entrance to their program. Students must take the Test of Essential Academic Skills (TEAS), which assesses knowledge of reading, mathematics, science, and English and language usage (II.A.8-06). Students must achieve a minimum score of 62 percent in order to apply for the Nursing Program. Since multiple criteria determine admission to the Nursing Program, the TEAS assessment can have a significant impact on whether or not a student is allowed admission into the program. For those students who seek transfer from other nursing programs or who are Licensed Vocational Nurses (LVNs) and would like to become RNs, Nursing administers several nationally normed tests from Assessment Technology 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 their course of study in one year. Furthermore, the Nursing Program 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 place students into reading courses. The Reading Program recently shifted to this exam after having used the Nelson-Denny exam for many years. The department decided to shift to the Lexile Diagnostic after realizing that students would test more accurately if they were not timed. Given that 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 does 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 represent 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, accurately reflect of students' abilities. Faculty assess tests for inter-rater reliability, content, and construct validity.

Evidence

- II.A.8-01: Matriculation Webpage
- II.A.8-02: CTEP Validation report
- II.A.8-03: SSSP Plan
- II.A.8-04: Student Equity Plan
- II.A.8-05: Refresh Program
- II.A.8-06: Nursing Webpage

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, an associate degree is awarded 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” (II.A.9-01). Units of credit are awarded based on the Carnegie Unit, in which 18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit (II.A.9-02) (ER 10-01). 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 (II.A.9-03; II.A.9-04). A variety of mediums can assess these outcomes, thus tailoring the MOE to the SLO. As the MOEs and SLOs are connected, and because SLOs are incorporated 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 are awarded based on completion of requirements of course work and experiential training as published in the annual Course Catalog (II.A.9-05; II.A.9-06).

C-ID, a course identification numbering system that was made possible by a grant through the State Chancellor’s Office, has streamlined the articulation process. 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 (II.A.9-07). 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.” II.A.9-08; II.A.9-09 As a result, C-ID will simplify the articulation process, matriculation, and student placement.

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, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that “[t]he standard formula for credit hour calculations applies to the majority of courses and course types and is derived from the regulations in title 5, section 55002.5 [, which] requires colleges to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours” (II.A.9-10) (ER 10-02).

The College ensures that current and prospective students receive clear and accurate information about courses and programs through detailed department and division web pages (II.A.9-11; II.A.9-12), counseling (II.A.9-13), and the official College Catalog (II.A.9-14) (ER 10-03). These sources include descriptions of degrees and certificates in terms of their purpose, content, course requirements, and expected PSLOs (II.A.9-15). All course syllabi must contain the course SLOs, which, as described in II.A.3 above, are assessed annually (II.A.9-16; II.A.9-17; II.A.9-18). 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.” While the College does not award credit based on SLO *assessment*, it does award credit based on SLO *attainment*. This practice makes sense as there is a direct connection between SLOs and overall course objectives (II.A.9-19). Students' grades reflect their ability to achieve these course objectives, which are, in turn, designed as a result of stated learning outcomes. The correlation between SLOs and the listed methods of evaluation reinforces each course's intended purpose. For example, the English Department assesses SLOs based on student writing—an important method of evaluation in all levels of composition, and a method of evaluation on all CORs in the composition strand (II.A.9-20; II.A.9-21).

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 through the completion of 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 on the College's website (II.A.9-22; II.A.9-23).

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, there is no distinction between the competency levels determined for online versus 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, Carnegie Units, a standard metric used nationwide, are awarded in the same way for online courses and face-to-face courses (II.A.9-24). Faculty determine SLOs for all courses based on their discipline expertise. As these SLOs adhere to the same COR and students are expected to meet the same competencies regardless of delivery mode, these SLOs must be the same for both face-to-face and online courses (II.A.9-25).

ANALYSIS AND EVALUATION

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

Evidence

II.A.9-01: BP5600

II.A.9-02: Unit Value: Program and Course Approval Handbook (ER 10-01)

II.A.9-03: MOEs and SLOs: Anthropology COR

II.A.9-04: MOEs and SLOs: Horticulture COR
II.A.9-05: Accounting Degree Completion Requirements
II.A.9-06: Catering Degree Completion Requirements
II.A.9-07: C-ID Descriptors
II.A.9-08: C-ID Descriptors for Introduction to Psychology
II.A.9-09: COR for Introduction to Psychology
II.A.9-10: Clock to Credit Conversion Hours: Program and Course Approval HB (ER 10-02)
II.A.9-11: Accurate Info Regarding Courses and Programs: ATAS
II.A.9-12: Accurate Info Regarding Courses and Programs: Cosmetology
II.A.9-13: Counseling
II.A.9-14: College Catalog: Sample Course Information (ER 10-03)
II.A.9-15: Sample Program in College Catalog: Catering
II.A.9-16: EPA Web page/ Course Syllabi and SLOs
II.A.9-17: Sample Syllabus with SLOs
II.A.9-18: Sample Syllabus with SLOs
II.A.9-19: SLO Handbook: Objectives vs. Outcomes (PDF)
II.A.9-20: Grades Tied to SLOs: COR for 1B
II.A.9-21: Grades Tied to SLOs: IB syllabus
II.A.9-22: ISLOs in College Catalog
II.A.9-23: ISLOs on College Web page
II.A.9-24: ISLOs tied to GE Requirements (PDF only)
II.A.9-25: Carnegie Units in Program and Course Approval HB (F-2-F and DE)
II.A.9-26: Online Addendum Form

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)

EVIDENCE OF MEETING THE STANDARD

Articulation agreements for the transfer of the College's courses to the UC and CSU systems, as well as some private and out-of-state colleges, are updated and reviewed annually (ASSIST.org) (II.A.10-01). 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 the College's website and through face-to-face contact with counselors and support staff (II.A.10-02). A detailed outline of the various transfer policies, including articulation and transfer patterns, can be found in the College Catalog (II.A.10-03) (ER 10-04). Policies are also made available to students through MAP, the Student Handbook (II.A.10-04) (ER 10-05), counseling classes (II.A.10-05), and the Transfer Center (II.A.10-06). All of these mediums provide students with the information they need to create an academic plan. This information includes transfer policies and planning tools, GE patterns (II.A.10-07; II.A.10-08; II.A.10-09), articulation agreements (II.A.10-10), the Associates Degree for Transfer (ADT) (II.A.10-11, II.A.10-12), the Teacher Preparation Program (II.A.10-13), and the Honors Program (II.A.10-14). In addition, these mediums inform students 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 (II.A.10-15).

The College may grant credit for college units earned at regionally accredited institutions of higher education. The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation, and the College Catalog provide means of determining the comparability of course taken at other California public colleges and universities. Generally, the Counseling Department determines equivalency of courses (II.A.10-16); specifically, the College's articulation officer, in consultation with the appropriate discipline faculty expert, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited.

When determining whether courses from other institutions are comparable to those offered by the College, the AO takes into consideration course objectives, student learning outcomes, and content area. When it is not readily apparent whether a course from another institution is comparable, the student is asked to obtain an official course outline. If the counselor and/or the AO cannot make a determination on comparability, the course outline is submitted to the chair of the discipline of the appropriate dean. The faculty or the dean makes the final determination on course comparability.

Although in many programs over 50 percent of the courses can be taken online, the College does not offer online degrees. As a result, the evaluation of articulation agreements for online courses,

as well as development and implementation of said courses, is handled in the same manner as the College's face-to-face courses. It should be noted that full reciprocity exists for courses completed at Irvine Valley College when there is a comparable course at Saddleback College.

ANALYSIS AND EVALUATION

To determine the College's articulation compliance for each institution, the College regularly reviews the articulation policies of the University of California (UC) and California State University (CSU) systems, as well as private and out-of-state colleges and universities. Often, private universities in California and out-of-state colleges present special articulation questions. In these cases, the Counseling Department and the Articulation Office coordinate inquiries and, as needed, will request information and clarification from division and departmental discipline experts.

Students can access Saddleback College's articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database. The Saddleback College homepage and the Transfer Center website both provide links to the ASSIST website. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in Counseling Services.

Evidence

II.A.10-01: Assist.org
II.A.10-02: Transfer/Articulation webpage
II.A.10-03: Transfer Policies in College Catalog (ER 10-04)
II.A.10-04: Transfer Information in Student Handbook (ER 10-05)
II.A.10-05: Counseling Classes
II.A.10-06: Transfer Center
II.A.10-07: Articulation
II.A.10-08: IGETC GE
II.A.10-09: CSU GE
II.A.10-10: Articulation Agreements
II.A.10-11: AD-T Sample Political Science
II.A.10-12: AD-T Sample Elementary Teacher Education
II.A.10-13: Teacher Prep
II.A.10-14: Honors Program
II.A.10-15: TAG
II.A.10-16: Counseling Handbook

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

As described in II.A.3, the College recognizes three levels of learning outcomes: course SLOs, PSLOs, and ISLOs (II.A.11-01). The ISLOs primarily reflect the College's general education requirements, or core competencies, and include outcomes related to communication competency (ISLO category I), information competency (ISLO category II), analytic inquiry skills (ISLO category II), ethical reasoning (ISLO category III), and the ability to engage diverse perspectives (ISLO category III).

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

Preamble:

The 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 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.
- 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.

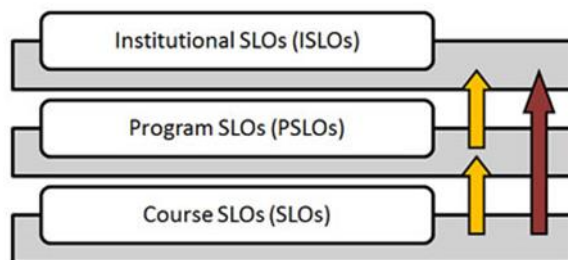
IV. Breadth of Subject Area Knowledge

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 (II.A.11-02) 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 students understand what to 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 are being met.



The College currently approaches PSLO and ISLO assessment in three ways. The first method 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 analysis is done as part of the program review process (II.A.11-03; II.A.11-04). The second method is through ePortfolios, where students report on accomplishments both in and out of the classroom related to the ISLOs (II.A.11-05; II.A.11-06; II.A.11-07). The third method is through the CLA+ pilot (II.A.11-08), which may provide an external validation that students have attained the College's ISLOs. Pilots on ePortfolios and CLA+ were 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; for this reason, the College has focused actively on improving and clarifying the assessment tools (II.A.11-09). Even as the assessment process is being refined, as SLOs (and subsequently PSLOs and ISLOs) drive the curriculum, evidence that students are achieving the intended outcomes listed in the College's ISLOs is tied to student completion rates. 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 or her field may take a single class as a refresher or in order to remain current in their field. This student will not complete an entire program because he or she has already attained the intended academic goal of finding 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 extracurricular activities as well. For example, to promote student understanding and appreciation of diverse perspectives, there are numerous ASG clubs on campus and special cultural events, which highlight the diverse backgrounds and interests of the student population (II.A.11-10). The various student clubs include the ACLAMO Club, which assists Chicanos and Latinos in removing educational barriers; the Anime Club, which promotes interest in Japanese anime; the Astronomy and Physics Club, which is geared toward the sciences; the Baha'i Club, which is tied to the Ba'hai faith; and the Pride Alliance Club, which promotes love and acceptance of all people regardless of gender or sexual orientation. This is but a sampling of the many clubs across campus. Beyond student life, faculty also contribute to diverse perspectives through the invitation of speakers and organization of cultural events, like the celebration for El Día de los Muertos. Weekly screenings of TED Talks provide additional diverse perspectives and ideas (II.A.11-11).

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 complete 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 incorporated into a diverse array of programs and activities across the campus.

Evidence

- II.A.11-01: ISLOs on College website
- II.A.11-02: College Catalog: ISLOs
- II.A.11-03: Program Review Handbook: Directions related to ISLOs
- II.A.11-04: Sample Program Review: ESL
- II.A.11-05: ePortfolios and their ties to ISLOs guidelines:
- II.A.11-06: Sample ePortfolio
- II.A.11-07: Sample ePortfolio
- II.A.11-08: CLA +
- II.A.11-09: EPA Report on ISLOs
- II.A.11-10: List of Student Clubs (from Student Handbook)
- II.A.11-11: Ted Tuesdays

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)

EVIDENCE OF MEETING THE STANDARD

In accordance with Board Policy 5600 (II.A.12-01), all associate degree programs at Saddleback College require the completion of a minimum of 18 semester units of general education (GE), which includes the natural sciences, social and behavioral sciences, humanities, language and rationality, and mathematics. Students at the College can elect to follow one of three general education patterns: IGETC (II.A.12-02), CSU GE (II.A.12-03), or the College's general education requirements, as described in II.A.1 above (II.A.12-04). The College Catalog contains descriptions of the general education patterns (II.A.12-05; II.A.12-06). Descriptions of individual courses within the general education patterns can also be found in the catalog (II.A.12-07) (ER 12-04). The philosophy that general education is not an isolated endeavor drives general education requirements. In fact, the College Catalog states, "The general education experience allows the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live. Combined with an in-depth study in a selected field of knowledge, general education will contribute to and support the pursuit of lifelong learning" (II.A.12-08). This general education philosophy is reflected in the broad range of general education courses required for the degree and in the expected institutional student learning outcomes (ISLOs) (II.A.12-09).

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 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 a course meets the criteria for general education (II.A.12-10; II.A.12-11; II.A.12-12; II.A.12-13) (ER 12-05). While at one time, the GE Committee had a handbook of criteria by which they could determine which courses to include within the GE program, there has not been a handbook used recently. As a result, the GE Committee investigated a way to create clearer guidelines for including courses within the GE program. These guidelines were finalized in fall 2016 (II.A.12-14) (ER 12-06). In addition, the committee is working on integrating the assessment of SLOs as a component to determining course approval to the GE program. This process will begin with the next Curriculum review cycle, which starts in March of 2017.

In conjunction with the GE Committee, the articulation officer (AO), a faculty member, also plays a role in determining GE coursework. The AO supports faculty in their curriculum development to ensure that coursework meets general education requirements. While faculty have the freedom to create their curriculum, the AO will verify that a course meets the criteria

established by transfer institutions before forwarding it to the GE 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 (II.A.12-15).

The scope of the College's ISLOs, as shown in II.A.11 above, offers 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 (II.A.12-16; II.A.12-17). (ER 12-07; ER 12-08) The Educational Planning and Assessment Committee (EPA) develops ISLOs in alignment with Lumina Foundation's Degree Qualifications Profile (DQP), and the Academic Senate approves ISLOs (II.A.12-18; II.A.12-19).

The College offers GE courses in a variety of modalities, including both face-to-face and online courses. Faculty drive the decision of which modalities in which to offer GE courses in consideration of 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 skills (II.A.12-20). The same SLOs apply to all courses regardless of their delivery mode.

The Curriculum Committee bylaws, which specify that the General Education Committee will be comprised of faculty from a variety of disciplines and backgrounds, provide evidence that content and methodology of GE courses is determined by appropriate discipline faculty: "Membership is limited to one faculty member per division, elected by the division and approved by the Academic Senate." In addition, the curriculum-approval process maintains the quality and academic rigor of GE courses regardless of modality.

ANALYSIS AND EVALUATION

All associate degree programs at the College require the completion of GE courses. The GE 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. All of the College's GE courses map to one or more of the ISLOs, and through regular outcomes assessment the institution determines the effectiveness of its programs.

Evidence

- II.A.12-01: BP 5600
- II.A.12-02: IGETC
- II.A.12-03: CSU GE
- II.A.12-04: Associate Degree GE
- II.A.12-05: College Catalog (ER12-04)
- II.A.12-06: College Catalog GE Core Requirements
- II.A.12-07: College Catalog GE Breadth Requirements

II.A.12-08: College Catalog GE Requirement
II.A.12-09: ISLOs
II.A.12-10: GE Committee Homepage
II.A.12-11: New Course Approval Form
II.A.12-12: Program Review General Studies
II.A.12-13: Program and Course Approval HB (ER 12-05)
II.A.12-14: Curriculum Handbook (ER 12-06)
II.A.12-15: Curriculum Committee By-laws
II.A.12-16: ENG 1A COR (ER 12-07)
II.A.12-17: MATH 7 COR (ER 12-08)
II.A.12-18: EPA home page
II.A.12-19: Lumina Foundation's Degree Qualifications Profile
II.A.12-20: D.E. Online Addendum Form

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 (II.A.13-01). 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 (II.A.13-02; II.A.13-03). Discipline experts within each department develop the PSLOs. These PSLOs, as well as 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 (II.A.13-04).

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 (II.A.13-05) and through various methods of direct PSLO assessment, including discipline-specific exams, signature assignments, and ePortfolios (II.A.13-06), 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 (II.A.13-07; II.A.13-08; II.A.13-09).

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 a student should master in a course. The outcomes of courses are then mapped to the PSLOs that students within a particular field of study should master. The tie between curriculum development, SLOs, and PSLOs illustrates that SLOs accurately reflect higher thinking appropriate to the course level, and include mastery of key theories and practices within the field of study. All of the courses within transferable degree programs are articulated with the UC and/or CSU system(s) so that the objectives and SLOs are in alignment with the norms of the discipline.

Evidence

- II.A.13-01: Board Policy 5600
- II.A.13-02: Course Catalog: Anthropology PSLOs
- II.A.13-03: Course Catalog: Philosophy PSLOs
- II.A.13-04: SLO Handbook: How to Formulate PSLOs
- II.A.13-05: Sample ePortfolio

II.A.13-06: SLO Handbook: Creating SLOs and their tie to PSLOs
II.A.13-07: Program Review Handbook: Discussion of PSLOs
II.A.13-08: Medical Assistant Program Review 2015: Responding to Discussion of PSLOs
II.A.13-09: Speech Program Review 2015: Responding to Discussion of PSLOs

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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 (II.A.14-01; II.A.14-02). Information regarding degrees and certificates is made available to students in the College Catalog, on the College website, and through a variety of marketing measures (II.A.14-03; II.A.14-04).

The ability to prepare students for external licensure, certification, and employment standards is embedded in the curriculum approval process, SLO assessment, and program review (II.A.14-05). 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, 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 the program is not in competition with other programs in the region, and that the program's courses adhere to employment and/or licensure standards (II.A.14-06).

To stay in alignment with the ever-changing employment opportunities in the area, programs are constantly being proposed and revised. As part of the program review process that takes place every two years, labor market data is monitored and analyzed to see if programs are still relevant (II.A.14-07; II.A.14-08). In addition, all CTE programs engage in outreach to the community to ensure that the programs meet employment needs. This outreach includes facilitation of advisory committees, participation in regional economic workforce and development, and engagement with regional business organizations, such as the CTE consortium. An important Title 5 requirement is the ongoing engagement of CTE programs 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 (II.A.14-09; II.A.14-10). To align educational programs with industry standards, faculty utilize this committee input in terms of labor market information and other internal student success data. 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 (II.A.14-11).

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 Council Licensing Exam (NCLEX). Cosmetology is a 1600-hour program, which meets the required hours for students to qualify for their state licensure. The Alcohol and Drug Studies Certificate program meets the accreditation requirements of the California Association for Alcohol and Drug Educators (CAADE), and upon completion of the Certificate program, students are eligible to sit for the state-required certification exam (II.A.14-12; II.A.14-13; II.A.14-14).

SLOs for CTE courses are designed and implemented to meet employment standards. Course exams and pass rates evaluate competency levels and measurable SLOs. As SLOs and exams are monitored and evaluated by faculty, faculty determine whether students have mastered the course content.

ANALYSIS AND EVALUATION

All of the CTE programs at Saddleback College are developed 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 (II.A.14-15). Through advisory committees, SLO assessment, technical review of curriculum, and program review, programs engage in continuous evaluation to ensure that they continue to meet local business and industry needs.

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

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

Evidence

II.A.14-01: List of Degrees and Certificates Offered
II.A.14-02: EWD list of Degree and Certificate Programs
II.A.14-03: College Catalog
II.A.14-04: Sample Page from College Catalog
II.A.14-05: PR Handbook: Directions for CTE
II.A.14-06: Letter of Renewal for Phlebotomy
II.A.14-07: Labor Market Data Sample
II.A.14-08: Labor Market Data Sample #2
II.A.14-09: Economic Workforce and Development 2015 Report
II.A.14-10: Program and Course Approval HB (CTE)
II.A.14-11: Economic Workforce and Development Plan
II.A.14-12: Drug and Alcohol Program
II.A.14-13: Drug and Alcohol Brochure
II.A.14-14: Drug and Alcohol Accrediting Agency
II.A.14-15: CalPass Snapshot

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

In accordance with Title 5, Section 51022, and Education Code, Section 78016, the College has a process for evaluating the viability of a program called the Program Vitality Inquiry Policy and Process (II.A.15-01). Any faculty member or administrator can initiate this process, and the possible outcomes of the process include program continuance, program revitalization, or program discontinuance. Although few programs have been slated for elimination, there are provisions in place to allow students currently enrolled in those programs to complete their course of study. 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” (II.A.15-02).

As described in the College Catalog, students may establish catalog rights based on the catalog that was in effect when they first began taking classes at Saddleback College so long as they have maintained continuous enrollment or were on a documented military, medical, or educational leave. These rights protect students from being held accountable for additional requirements that may be added to a later catalog. These rights also allow students 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 while maintaining catalog rights is six years. 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.

Catalog rights apply only to the College's 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 (II.A.15-03; II.A.15-04).

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 (II.A.15-05; II.A.15-06; II.A.15-07; II.A.15-08; II.A.15-09).

Evidence

II.A.15-01: Program Vitality and Inquiry
II.A.15-02: Catalog Rights
II.A.15-03: Petition (Application) to Graduate
II.A.15-04: Petition to Graduate webpage
II.A.15-05: Program Revitalization Data Report
II.A.15-06: Report cont
II.A.15-07: Success Rates
II.A.15-08: Div-Dep Productivity
II.A.15-09: WSCHFTEF

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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 all credit and noncredit courses to ensure that course objectives are being met (II.A.16-01). The results of these assessments 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 overall effectiveness, relevance, appropriateness, currency, and predicted future needs of all instructional offerings at the College (II.A.16-02). This review 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 (II.A.16-03; II.A.16-04; II.A.16-05). To ensure that official course outlines retain their relevancy and articulation with transfer institutions, formal curricular review, as described in II.A.1 above, of all college courses is required at least once every five years (II.A.16-06); however, 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 Emeritus Institute courses, all of which are approved and evaluated through the same curricular process. Although there are now some certificate programs that can be completed entirely 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 (II.A.16-07).

Evidence that the criteria in the College's program review process evaluates relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future can be found on page 3 of the Program Review Handbook (II.A.16-08). This page outlines the objectives of program review as follows:

1. The statement of program objectives and alignment of future objectives with the College's mission and vision
2. The collection and analysis of data on key performance indicators, SLOs, program activities, and accomplishments
3. The documentation and discussion of the effectiveness of programs
4. The development of recommendations and strategies concerning future program directions and future needs (e.g., budget, staffing, and resources)
5. The opportunity for programs to assess their relevance and position within the division, the college, and with all other stakeholders.

These objectives enable faculty to reflect on the many ways in which their program and its curriculum tie to the College's mission and goals. The results of program review are also tied directly 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, are linked to annual resource allocation requests, and are included in decision-making processes (II.A.16-09; II.A.16-10; II.A.16-11). 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 the program review process with the exception of Community Education (CE). Classes offered through our CE program are not state approved and, therefore, do not go through the same curricular review process; following review by the Academic Senate, CE classes are approved locally by the Board of Trustees. CE classes are evaluated regularly by the division dean for quality and relevance. Evaluations of CE course offerings are generally done through student surveys and the analysis of class participation rates. The feedback from these surveys is used by the presenter to improve his or her class. Success and viability of a class is often determined by the number of participants. Classes may be canceled due to low enrollment; if this happens three times, a program is deemed not to meet the needs of the community and is no longer offered. For example, the College has been able to survey large groups of participants in the College For Kids and Junior Gaucho Swim programs (II.A.16-12; II.A.16-13). The last survey took place in August 2016. It was carried out through Constant Contact, the programs' online marketing and communication service, and sent to the parent/guardian of every College For Kids and Junior Gaucho Swim participant that summer. The survey was comprised of 10 questions, included opportunities for feedback, and solicited 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 evaluated regularly through annual SLO assessment and 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 as well as the creation of program-specific objectives that link to the College's strategic planning efforts has had an incredibly positive impact on closing the loop between program assessment, program dialogue and reflection, and the projection of future program needs. In combination, the College's systematic review processes are used to assess course and program relevance, appropriateness, currency, effectiveness, to identify future needs, and to ensure that the success of students is at the forefront of all planning and decision-making. The review processes determine the needs for curriculum, services, staffing, facilities and equipment, and are linked to budgeting and resource allocation.

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 (II.A.16-14). The interim assistant vice president was hired in fall 2016 and began her

role immediately. 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.

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.

Evidence

- II.A.16-01: SLO Handbook
- II.A.16-02: Program Review Handbook
- II.A.16-03: EPA Document tied to Reflection on SLOs Assessment
- II.A.16-04: Electronic Technology Program Review Reflection on SLOs and Objectives
- II.A.16-05: Biological Sciences Program Review Reflection on SLOs and Objectives
- II.A.16-06: Curriculum Review Guide
- II.A.16-07: PR HB Student Success Indicators
- II.A.16-08: PR Handbook (page 3)
- II.A.16-09: PR Handbook Objectives and Action Steps tied to Resource Allocation (page 19)
- II.A.16-10: Electronic Technology PR Action Steps
- II.A.16-11: Biological Sciences PR Action Steps
- II.A.16-12: College for Kids Survey Results
- II.A.16-13: Junior Gaucho Swim Survey Results
- II.A.16-14: AVPIE Organization Chart

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)

EVIDENCE OF MEETING THE STANDARD

Saddleback College supports student learning and achievement by providing extensive learning support services for students, many of which are housed in the recently renovated state-of-the-art Library and Learning Resource Center (LRC). 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 College 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.” (II.B.1-01)

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 mission, the Library offers a diverse collection of information resources and services while facilitating 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 respective academic, professional, and personal lives.

The Library is part of the Online Education and Learning Resources Division (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 the research databases, instructional websites, demonstrational online videos, information literacy workshops, Ask a Librarian, and telephone/chat reference services (II.B.1-02) (ER 17-01).

In addition to the library collection discussed below, the Library provides open study space for students with large tables and chairs plus individual reading areas. Students can also reserve any of the seven group study rooms, providing 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 (II.B.1-03).

Library Collections and Services

Book and eBooks

The Library's collection 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 such as through reading program reviews and by reviewing new course proposals or revisions as they come through the curriculum process.

The collection includes 118,752 print books and e-books, other media including DVDs and CDs, and print/online periodicals. In addition, students can easily request materials outside of the library's collection via Inter-Library Loan, which enhances access to library materials not available at the Saddleback or Irvine Valley College libraries (II.B.1-04) (ER 17-02).

Audiovisual Materials

The Library continues to acquire audiovisual materials, informed primarily by faculty requests. 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 (II.B.1-05).

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 2015-16. The library budget for information resources (print and online) has remained stable. The online databases are funded mostly from the library's book/magazine/periodical annual budget of approximately \$133,000. In addition, the EBSCO Academic Search Premier suite is paid for by the Community College League (II.B.1-06; II.B.1-07) (ER 17-03).

The Library collects usage statistics for all the databases. Annually, this data is used to make renewal decisions. For the 2015-16 academic year there were a total of 381,095 searches conducted in all Library databases. There was a total of 158,078 searches conducted in the state-wide Academic Search Premier suite (II.B.1-08) (ER 17-04).

Reference Services

The reference librarian on duty provides reference assistance via chat, email, phone, and in-person during all open hours the library is open. Students can request an individual, one-on-one consultation for in-depth research assistance with a librarian by submitting the request form prominently displayed on the library website. The librarians promote this consultation service in the library credit classes, the workshops, and all bibliographic instruction sessions.

Library Website

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

Through Google Analytics, the Library collects data about 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, 1,913 study room bookings, and during this same time 255 students signed up for at least one of the library workshop using WC Online, an online scheduling software piloted in 2015-16 (II.B.1-09) (ER 17-05).

Periodical Collection

For several years, the librarians have gradually reduced the print periodical collection in favor of 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. In the 2010 self-study, the Library had 130 print periodical subscriptions while today it has only 42. The librarians conduct an annual review of print periodical collection usage to make decisions about print subscriptions and renewals (II.B.1-10) (ER 17-06).

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 continue 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 (II.B.1-11).

Reserve Collection

The library maintains a reserve collection of over 950 textbooks and other course materials all searchable through WMS (II.B.1-12) (ER 17-07). 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 bookstore, which provides a \$10,000 annual grant to purchase textbooks (II.B.1-13). Additionally, the library encourages departments and individual instructors to place desk-copies of textbooks in the Reserve collection for student use. The Library's reserve collection is by far the most heavily utilized portion of the Library collection accounting for 79% of overall circulation in 2015-2016 (II.B.1-14).

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 versions highlight the Library's responsiveness to student needs by making instruction available 24/7. These courses and workshops are discussed in detail in II.B.3 below (II.B.1-15; II.B.1-16).

LRC Tutoring Center Services

The LRC Tutoring Center shares the Learning Resources 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 3 part-time and 1 full time staff. Faculty are also present in the Center for every hour that the LRC Tutoring Center is open to oversee the tutors, provide tutor training, and assist students. Currently, 16 part-time faculty support tutoring and their expanding services (II.B.1-17; II.B.1-18; II.B.1-19; II.B.1-20; II.B.1-21; II.B.1-22).

All tutoring services are free to students at the College. To take advantage of the tutoring services available, students enroll in Fundamentals of Tutoring (TU 300). TU 300 is a non-credit course that is free for all currently enrolled students and can be added at any time during the semester. The center provides students with help in English, ESL, humanities, foreign languages, science and math, as well as many other subjects. Students can schedule thirty-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 or online. Drop-in tutoring, no appointment needed, is available for all areas of math and most sciences (II.B.1-23; II.B.1-24; II.B.1-25).

The LRC Tutoring Center has expanded support for DSPS students, and ensures that counselor-referred students will get appointments that are an hour in length for any discipline. A DSPS counselor also spends 8 hours a week in the center to assist both students and the tutors. LRC tutoring is also 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 specifically trained for working with our veteran student population through the VET NET Ally Awareness program (II.B.1.26).

Online Tutoring

Starting in fall 2014, tutoring options expanded to include online as well as onsite tutoring. Link-Systems International Whiteboard online tutoring software, which supports one-on-one tutoring online. Currently, online tutoring is available for students taking English and math courses at the College. Beginning in spring 2015, the center began to provide online assistance to students in English courses through the Paper Center. Through this service, students can upload their papers and receive feedback from a tutor within 24 to 48 hours. The Paper Center receives approximately 250 submissions on average per semester and thus service is expanding to support students who need assistance with their essay and writing related assignments in other disciplines. The Tutoring Center also serves as a pilot college for the tutoring platform of the Online Education Initiative (OEI) the Center is collaborating with Irvine Valley College to obtain a more effective online tutoring platform for the District (II.B.1.27).

Embedded Tutors and Supplemental Instruction

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

In spring 2015, the College implemented the Refresh Program. With coordination from LRC tutoring, matriculation, and the math and English departments, students who have matriculated into basic skills math courses (MATH 251, 351) and basic skills English and reading courses (ENG 340, 300 and 200) are provided the opportunity to attend a multi-day 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 are offered the opportunity to re-matriculate. The success of this program is evidenced by the fact that students who retested, 56% placed into a higher-level English course, 58% placed into a higher-level reading course, and 48% placed into a higher-level math course. Further analysis of the success rates of these students in their coursework is needed (II.B.1.28).

Program Assisting Student-Athlete Success (PASS)

LRC Tutoring also works collaboratively with the athletic department to support athletes through the PASS program. The PASS program provides coaches with weekly updates regarding student athlete attendance and usage of tutoring services, requires athletes to complete two grade checks per semester, and supports the overall academic success of student athletes. There are six tutors reserved specifically for players, for appointment and drop-in tutoring. 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. In spring 2015, all nine athletic programs had team GPAs of 3.0 or higher for the first time in the school's history due to this program. During the 2015-2016 academic year, sixteen out of nineteen teams obtained team GPAs of 3.0 or above (II.B.1.29).

AVID

Saddleback College also has a partnership with AVID for Higher Education which encourages and supports adoption of the Socratic tutoring. All Saddleback College 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 eventually mastering Socratic tutoring. Socratic tutoring encourages the formation of interactive study groups to create responsible and independent students, and 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 in the session by asking questions, solving problems, and modeling behavior 80% of the time while the tutor, through questioning and leading assists the student the remaining 20% of the time. This model ensures that students understand their role in the learning process and are encouraged to take the lead. As a result of implementing the Socratic tutoring process, Saddleback tutors have been featured in AVID training videos which will be shared across the county. Additionally, AVID has chosen Saddleback's Tutoring Center to receive its National Tutoring Center of the Year award, which was presented at AVID's national conference in July 2016 (II.B.1.30; II.B.1.31; II.B.1.32).

Directed Learning Activities (DLA)

Beginning in spring of 2016, the LRC Tutoring Center, in coordination with the English department, started to develop Directed Learning Activities (DLA). DLA is an exercise designed by faculty from a specific department. Students should 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. Successful DLAs integrate into the curriculum of the host course. Instructors connect learning information, and skills from the DLA to class discussion, tests, quizzes, projects, and other in-class activities. The DLA takes about an hour to complete and gives students the opportunity for independent study with immediate feedback from tutors. In addition to the English department, a summer work group was created and consists of faculty from the English, math, library, reading, and the Social and Behavioral Sciences Division (SBS). 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 (II.B.1.33).

Computer Labs and Learning Technology

The LRC building has two open computer labs: LRC Computer Lab (second floor) and Library Computer Lab (third floor). Both labs are equipped with a total of 90 thin-client computers along with copy machines and printers. Implementation of scanning capabilities is planned for 2016-17. All campus computer labs and software available to students and faculty are outlined in detail in Standard III.C.01.

The Student Technical Support Desk staff, located on the second and third floors of the LRC, assist students to reset passwords, help students with Blackboard, and answer software and computer-related questions. Help is available in person, by phone, chat and via email. The Student Technical Support Desks are conveniently located next to the computer labs on the second and third floors of the LRC (II.B.1.34).

Academic Reading Center: 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 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 lab has 112 computers available to students (II.B.1.35).

Faculty Center for Student Success (FCSS): FCSS is charged with providing all professional development on campus for faculty. FCSS provides faculty workshops and training that promote excellence in teaching to ensure the highest level of student learning for on-campus, blended, flipped, or completely online classes. The Center also offers Professional Development week activities in fall and spring. The center has 32 computers, and two sound booths for faculty to create and edit instructional videos (II.B.1.36).

Language Lab: The Language Laboratory provides students with 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 lab class that develops, expands, and reinforces multiple second language skills. The language lab has 40 computers available for students (II.B.1.37).

Library Instruction Classroom: The instruction classroom is equipped with 30 laptops, one instructor station, an overhead projector, and a scanner (II.B.1.38).

Writing Center: The Writing Center offers two classes, ENG 301 and ENG 310. Students receive additional support to learn about writing concepts, and practice writing. The Writing Center has 55 computers (II.B.1-39).

In addition, the college has a number of programs that have dedicated computer labs associated with the program such as Automotive Tech Lab, Culinary Arts, Digital Labs, Graphics Labs, and Rapid Prototyping. A complete list is provided in Standard III.C.1.

Ongoing Instruction for Users of the Library and Other Learning Support Services

The Library offers several programs and services for students and faculty, including librarian-led information competency workshops face-to-face and online. Instruction sessions are offered at the request of discipline faculty, and librarians also teach two for-credit classes. (II.B.3)

Support Services for Faculty

The reference desk is staffed by a librarian during regular hours of operation. They provide research assistance to faculty in-person or via email, chat, or telephone. Instructors can schedule a library orientation for their students during class time or in the library's instruction classroom. Also, instructors are encouraged to 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 materials owned by the library on reserve for their courses. The librarians make efforts to offer library-related professional development opportunities for faculty every academic year. Librarians facilitate workshops that market library services to faculty, such as new databases and other electronic resources. (II.B.1.40)

ANALYSIS AND EVALUATION

Saddleback College supports student learning and achievement by providing tutoring, learning support services to students, as well as to 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.

Evidence

- II.B.1-01: Library Mission and Vision Statement-AUR page 5
- II.B.1-02: Saddleback College Library Webpage (ER 17-01)
- II.B.1-03: Library Instruction and Services 2015 AUR
- II.B.1-04: Collection Report-Title Holdings by Material Format (ER 17-02)
- II.B.1-05: Films On Demand
- II.B.1-06: CCL Database Renew List 2016-17 (ER 17-03)
- II.B.1-07: Library Budget 2016-17
- II.B.1-08: Database Online Usage Stats Academic Year 2015-16 (ER 17-04)
- II.B.1-09: Saddleback College Library Website Data 2015-2016 (ER 17-05)
- II.B.1-10: EBSCO Print Periodical Renewal List 2017 (ER 17-06)

II.B.1-11: WorldShare Discover Advanced Search Screen
II.B.1-12: Saddleback College Library Reserve Holdings (ER 17-07)
II.B.1-13: Saddleback College Library Book and Grant Budget 2015-16
II.B.1-14: Saddleback College Library Circulation Statistics Fall 2015-Spring 2016
II.B.1-15: Ask A Librarian Webpage
II.B.1-16: Library Credit Courses Webpage
II.B.1-17: LRC Tutoring Center 2014 Administrative Unit Review
II.B.1-18: LRC Tutoring Services Homepage
II.B.1-19: LRC Tutoring Faculty Hours Fall 2016
II.B.1-20: Faculty Tutorial Specialist Handbook 2015
II.B.1-21: LRC Tutor Employee Handbook
II.B.1-22: Professional Development for Tutors Webpage
II.B.1-23: LRC Tutoring TU 300 Webpage
II.B.1-24: Make a Tutoring Appointment
II.B.1-25: Schedule a Tutoring Appointment Online
II.B.1-26: VETS Tutoring Flyer
II.B.1-27: Online Tutoring and Paper Center

II.B.1-28: Refresh Program
II.B.1-29: Program Assisting Student-Athlete Success (PASS) Webpage
II.B.1-30: AVID Webpage
II.B.1-31: AVID for Higher Education Socratic Tutorial Part 1
II.B.1-32: National Tutoring Center of the Year Award
II.B.1-33: DLA - Example
II.B.1-34: Student Technical Support Webpage
II.B.1-35: Academic Reading Center Webpage
II.B.1-36: Faculty Center for Student Success Webpage
II.B.1-37: Language Lab Webpage
II.B.1-38: Library Instruction Room – Workshop Schedule Fall 2016
II.B.1-39: Writing Center Webpage
II.B.1-40: Library Faculty Services Webpage

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 (II.B.2-01). 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 administrative unit review (AUR) (II.B.1-03).

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 all faculty requesting their subject expertise and recommendations for Library materials acquisitions (II.B.2-02). 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 (II.B.2-03). 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 (II.B.2-04).

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 (II.B.2-05).

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 many College committees that inform collection development (II.B.2-06).

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

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.

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* and *Saddleback Weeding Guidelines*, instructional faculty may be consulted in the identification and removal of outdated materials. (II.B.2-01; II.B.2-07).

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 (II.B.1-07).

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 are 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 (II.B.2-08). 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 Allocation Process described in I.B.07 and I.B.09 above. For example, in 2012-13 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 (II.B.2-09).

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 (II.B.2-10). However, if the need arises, there is flexibility for 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 (II.B.2-11).

The College relies on staff expertise of Technology Services to provide 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 (II.B.2-12; II.C.3.02) (ER 17-08)

Each of the College's divisions is given a budget to purchase of educational materials and equipment. 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 reviews, and funds are allocated based on alignment with the College's mission and strategic planning goals, as discussed in I.A.03.

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 College 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.

Evidence

- II.B.2-01: Saddleback College Library Collection Development Policy
- II.B.2-02: Email to Faculty Fall 2016
- II.B.2-03: Librarian Faculty Liaisons
- II.B.2-04: GOBI Interface
- II.B.2-05: Gifts and Donations Policy
- II.B.2-06: College Committees Librarians Serve on 2016-17
- II.B.2-07: Saddleback Weeding Guidelines
- II.B.2-08: Library Budget - SOCCCD Ledger Account Balance Library 2016-17
- II.B.2-09: OCLC – WMS Purchase Agreement 2013
- II.B.2-10: Saddleback College Technology Plan 2015-2020
- II.B.2-11: Technology Support Portal Interface
- II.B.2-12: Xerox - Pharos Agreement SOCCCD Student Print (ER 17-08)

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 services and programs to ensure they are meeting the needs of 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 (II.B.1-03).

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 (II.B.1-02; II.B.1-08; II.B.3-01).

The Library administers at least one survey annually to evaluate and 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, data that demonstrates the need for online services for students in both online and face-to-face classes (II.B.3.02).

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 competency 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. Both full-time and part-time librarians teach these courses (II.B.3-03; II.B.3-04).

Library Workshops: In addition to 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 assign 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 workshop offerings. 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 (II.B.1-38; II.B.3-05; II.B.3-06; II.B.3-07; II.B.3-08).

During spring 2016, the following information competency 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 or research based assignments. 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 (II.B.3-09; II.B.3-10).

Library Consultations: The Library offers one-on-one appointments for students to receive in-depth research support. 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 (II.B.3-11; II.B.3-12).

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 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 (II.B.3-13; II.B.3-14; II.B.3-15).

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 March 2014 (II.B.1.16).

As part of the review process, LRC Tutoring uses online surveys which assess student satisfaction and the program's effectiveness. This survey is available through WC Online, the Center's scheduling software, and students are encouraged to complete the survey after each tutoring session. The survey is also administered at the end of every semester to non-appointment based tutoring sessions. The survey is reviewed on a regular basis by tutorial staff to determine program strengths as well as areas in need of attention (II.B.3-16; II.B.3-1; II.B.3-18; II.B.3-19).

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 (II.B.3-20; II.B.3-21).

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 (II.B.1.26).

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 (II.B.3-22; II.B.3-23; II.B.3-24; II.B.3-25; II.B.3-26; II.B.3-27).

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.

Evidence

- II.B.3-01: ACRL 2015-2016 Survey
- II.B.3-02: Library Student Satisfaction Survey Spring 2016
- II.B.3-03: Library Credit Courses Webpage
- II.B.3-04: College Catalog, page 286
- II.B.3-05: Blackboard Workshop Interface Pages
- II.B.3-06: Framework for Information Literacy for Higher Education
- II.B.3-07: Sample In-person Workshop Outlines
- II.B.3-08: Workshop Statistics Fall 2013-Spring 2016
- II.B.3-09: Library Instruction Request Form
- II.B.3-10: Library Instruction Request Statistics 2015-2016
- II.B.3-11: Library Consultation Request Form
- II.B.3-12: Library Consultation Request Statistics 2015-16
- II.B.3-13: Library Orientation Handout
- II.B.3-14: Library Orientation Pilot Survey
- II.B.3-15: Library Orientation Pilot Stats
- II.B.3-16: LRC Tutoring Center Survey Fall 2014
- II.B.3-17: LRC Tutor Evaluation Results Spring 2015
- II.B.3-18: LRC Tutoring Survey Spring 2016
- II.B.3-19: LRC Tutor Evaluation Results Spring 2016
- II.B.3-20: LRC TU 300 Fall 2014
- II.B.3-21: LRC TU 300 Fall 2015
- II.B.3-22: LRC Enrollment Comparison Spring 2014-Fall 2016
- II.B.3-23: SARS Data Fall 2014
- II.B.3-24: SARS Data Spring 2015
- II.B.3-25: SARS Data Fall 2015
- II.B.3-26: SARS Data Spring 2016
- II.B.3-27: SARS Data Fall 2016

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)

EVIDENCE OF MEETING THE STANDARD

The College 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 collaborate to ensure the security and reliability of all contracted services. These services are regularly assessed, often annually, and improvements 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, or 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 the new ILS, 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 (II.B.4-01).

The Saddleback College and the Irvine Valley College libraries continue to have an inter-college lending program to serve each other's students. Saddleback College utilizes WorldShare as its ILS, which manages patron and material records and is the backend of the online public access catalog. Library patrons have the option to search the Colleges' collections individually or collectively and can request items from either campus by using 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. With 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 Saddleback 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. This service is now offered online 24 hours a day, 7 days a week, so as to better serve both face-to-face and online students. Due to this change, the number of Interlibrary Loan requests submitted has increased dramatically (II.B.4-02).

In addition, the library maintains a formal borrowing agreement with FLS International, which is affiliated with the Saddleback 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 (II.B.4-03). Formal agreements also exist between the Saddleback College Honors Program and two of the local UCs. Saddleback students enrolled in the College Honors Program enjoy borrowing

privileges with the UC Irvine and UCLA libraries (II.B.4-04; II.B.4-05; II.B.4-06). All formal agreements are evaluated periodically.

Vendor Services

The Saddleback 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) (II.B.4-07) (ER 17-09)
- 26 Design (WC Online) (II.B.4-08) (ER 17-10)
- Better World Books (II.B.4-09) (ER 17-11)
- Bibliotheca (II.B.4-10) (ER 17-12)
- California Community Colleges Council of Chief Librarians Consortium (II.B.4-11) (ER 17-13)
- Compendium Library Services (DeskTracker) (II.B.4-12) (ER 17-14)
- EBSCO (II.B.1-10) (ER 17-06)
- Nub Games, Inc. (LibraryH3lp Chat Service) (II.B.4-13) (ER 17-15)
- OCLC (WorldShare) (II.B.4-14) (ER 17-16)
- SARS (II.B.4-15) (ER 17-17)
- Unique Management Services, Inc. (UMS) (II.B.4-16) (ER 17-18)
- Library of Congress (Classification Web) (II.B.4-17) (ER 17-19)
- American Library Association (RDA Toolkit) (II.B.4-20)
- Xerox (II.B.2-12) (ER 17-08)
- Yankee Book Peddler (II.B.4-20) (ER 17-21)

The librarians review vendor services regularly to ensure 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 LRC Tutoring. The following is a list of current vendor contracts:

- 26 Design (WC Online) (II.B.4-21) (ER 17-22)
- Link Systems (NetTutor, WorldWide Whiteboard) (II.B.4-22) (ER 17-23)
- Nub Games, Inc. (Library H3lp Chat Service) (II.B.4-23) (ER 17-24)
- SARS (II.B.4-15) (ER 17-17)

The College is currently piloting online tutoring services with Link Systems' NetTutor and WorldWide Whiteboard software as part of our involvement with the Online Education Initiative (OEI) so as to more effectively serve online students.

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 security gates at both entrances to help maintain the security of the collection. All library materials are embedded with RFID tags (II.B.4-10). For online resources, the library

uses EZProxy as a secure login system to authenticate off-campus users. EZProxy ensures that usage conforms to provider licensing.

Technology Services ensures that the computer systems are secure from unauthorized access or use, and is safe from destruction, theft, and damage. For community users (i.e., non-students and non-staff), 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 into the District network and use on-site computers and library resources. This guest log-in does not permit off-campus access to library resources.

The campus wireless network has been operational campuswide for over a decade and during that time the College has tried to keep up with the 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 the 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 a Districtwide Support Portal. Responses to critical repair items that impact daily operations of services are immediately assessed and routed to the appropriate Technology Services staff or vendor. The College's *2015-2020 Technology Plan* addresses the maintenance and scheduled replacement of computer equipment (II.B.2.11).

WorldShare is a cloud-based software and the District's Information Technology department works with OCLC, the vendor for WorldShare, to maintain the software and ensure security for 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 the spring 2016; the previous vendor was no longer meeting the needs of the students. Under the Xerox contract, new features are available to students, including Follow-You Printing, free scanning, and the ability to print from a mobile device (II.B.4-19).

ANALYSIS AND EVALUATION

The Library and 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.

Evidence

II.B.4-01: OCLC WorldShare Staff Interface

II.B.4-02: WS-ILL patron request form saddleback.on.worldcat.org
II.B.4-03: FLS International Agreement
II.B.4-04: Honors Transfer Council of California Member Colleges
II.B.4-05: UCI Honors Agreement
II.B.4-06: Transfer Alliance Program (TAP) - UCLA
II.B.4-07: 100 Pianos Premier Solutions (Guide on the Side) (ER 17-09)
II.B.4-08: 26 Design (WC Online) – Library (ER 17-10)
II.B.4-09: Better World Books (ER 17-11)
II.B.4-10: Bibliotheca (RFID) (ER 17-12)
II.B.4-11: California Community Colleges Council of Chief Librarians Consortium (ER 17-13)
II.B.4-12: Compendium Library Services (DeskTracker) (ER 17-14)
II.B.4-13: Nub Games, Inc. (LibraryH3lp Chat Service) – Library (ER 17-15)
II.B.4-14: OCLC (WorldShare) (ER 17-14) (ER 17-16)
II.B.4-15: SARS (ER 17-17)
II.B.4-16: Unique Management Services, Inc. (UMS) (ER 17-18)
II.B.4-17: Library of Congress (Classification Web) (ER 17-19)
II.B.4-18: American Library Association (RDA Toolkit) (ER 17-20)
II.B.4-19: Yankee Book Peddler – GOBI (ER 17-21)
II.B.4-20: Twenty Six Design (WC Online) – Tutoring (ER 17-22)
II.B.4-21: Link Systems (NetTutor, WorldWide Whiteboard) (ER 17-23)
II.B.4-22: Nub Games, Inc. (Library H3lp Chat Service) – Learning Assistance (ER 17-24)

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. (ER 15)

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 method 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 PR/AUR is to ensure that all units are aligned with the 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 the review process. AUOs and SLOs are addressed in II.C.2.

The College provides comparable student support services to online education students. Each student support unit uses a variety of technologies—such as email, telephone contact, the College website, and online chats—to extend access to all students, including online students. Online student services were originally developed with online education students in mind, but these services have become popular with all students. Students can use the College website to apply, attend the new student orientation, begin the financial aid process, order books, contact a counselor, add or drop classes, request transcripts, seek student technical support, participate in online tutoring, and use library databases (II.C.1-01; II.C.1-02) (ER 15-01; ER 15-02).

Admissions, Records and, Enrollment Services (A&R)

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 (II.C.1-03; II.C.1-04; II.C.1-04) (ER 15-03).

This services of this office 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
- Transcript evaluation

A&R support services are available to all students, which include extensive web access to admissions, records and registration through the College's website and office sites; MySite, the online source for registration and student records; and emails to students.

All of the following services are available online:

- All admissions and records forms
- Open CCC college application process
- Registration dates and deadlines
- Class registration/drop/fee payment
- Progress toward AA/AS Degree
- Petition to graduate
- Petition for certificate
- Registration priority status
- Transcript requests
- Unofficial transcripts

The quality of A&R services were evaluated through the Student Services Satisfaction Survey 2013. The results of the 2013 survey reveal that 85.7 of the respondents are Very Satisfied or Satisfied with the A&R Services. Additionally, 93.5 of the respondents were Very Satisfied or Satisfied with MySite (II.C.1-06; II.C.1-07; II.C.1-08) (ER 15-04; ER 15-05; ER 15-06). A&R also conducts surveys to evaluate new services or updates to policy. For example, in fall 2014 the office wanted to ensure that students were aware of the new registration priorities. The results revealed that email messages and the college website were the most common mode for receiving information (II.C.1-09) (ER 15-07).

In addition, every two years, the Admission and Records Office evaluates its student support services through an AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives (II.C.1-10) (ER 15-08).

Career and Re-Entry Center

The primary focus of the Career and Re-Entry Center is to offer career exploration, career counseling, advisement, and support to students who are searching for a new major, as well as services to assist individuals with career and life development (II.C.1-11). This center provides both career guidance services and re-entry services to all students. The center currently employs two full-time, year-round specialists, and one career guidance technician to serve evening students and classes and is primarily responsible to support all distance education courses that utilized our services or assessments. In addition, two part-time office assistants ensure coverage during service hours.

The Center maintains three webpages, a career library and a computer lab used for instruction, presentations and classroom orientations. Career guidance services are available to students and community members. These 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 (II.C.1-12).

The last AUO review was completed in 2009-10 (II.C.1-13; II.C.1-14) (ER 15-09; ER 15-10). During the renovation of the library building the unduplicated headcount of student visits increased to 20,000 students. During 2010 a Center position was reassigned and not replaced. Due to a loss of the position the attendance reports from SARS have not been run on a regular basis (II.C.1-15).

Below are the numbers for the 2015-2016 academic year:

Front desk /Office visitors from SARS Trak attendance by reason, duplicated and unduplicated for the period of July 1, 2015 to June 30, 2016.

<u>Reason Code*</u>	<u>Duplicated</u>	<u>Unduplicated</u>
Career Guidance – Assessments	402	307
Research Careers	6645	1689
Re-Entry Services	201	159
Web/Lib Resources	5248	1630
CCLD Workshop	1567	1198
	14,063	4,983

*Reason Code for the tracking computer at the front desk does not capture all individual appointments and contacts over email and phone.

Re-entry Services has an open door policy for all students and community members and has never denied services based on a specific definition of "re-entry student." The center's intention is to support all re-entry students and promote the success of their educational, career, and personal goals. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career guidance; educational and informational sessions (in English and Farsi); support groups; conferences; and scholarship information. Each April, Re-entry Services holds an annual event that features community speakers, workshops, and a nonprofit resource fair (II.C.1-16; II.C.1-17).

The Career and Re-Entry Center offers assistance face-to face, via email, and by phone. The center's website provides a starting point for many services and also provides a variety of tools for students. The following services and research tools are provided to students: CaCareerCafe.com, CaCareerZone.org, Vocational Biographies, Occupational Outlook Handbook, and O*Net.

Career Placement Services

The career placement officer operates in the Economic and Workforce Development and Business Science Division. The position provides campuswide job preparation services and supports students in the areas of job searching, resume writing, interviewing, as well as social media issues impacting the job search (II.C.1-18). The career placement officer manages the Saddleback College Career Network group on LinkedIn currently with 1100+ members (II.C.1-19). The position also provides extensive employer relations offering organizations opportunities to recruit and hire students through On-Campus Recruitment (OCR) (II.C.1-20), career fairs, and job postings on Gaucho Jobs. The career placement officer is the system administrator for Gaucho Jobs, an online student employment system averaging 20,000+ visits per year, 200-300 job posts per month, and 3000+ employer contacts (II.C.1-21; II.C.1-22). Furthermore, Gaucho Jobs averages approximately 500 students searching for employment each month spending over six minutes per visit. In addition, the career placement officer coordinates the annual career fair, which is consistently one of the highest-rated career fair events in the region and brings nearly 100 organizations and 1000+ job-seekers to campus.

Results from the 2016 Career Fair Employer survey showed eleven of the reporting organizations hired at least one candidate from the event and twenty-seven organizations planned on interviewing between one and 10+ student job-seekers (II.C.1-23; II.C.1-24; II.C.1-25; II.C.1-26) (ER 15-11; ER 15-12; ER 15-13; ER 15-14). The career placement officer also completes around 200 student resume critiques annually with 82.5% of responding students reporting the service to be Extremely valuable, 72% reporting they are more Confident in their job search and 44% reporting they Landed a new job resulting from the critique (II.C.1-27; II.C.1-28) (ER 15-15; ER 15-16). Finally, the career placement officer also offers classroom presentations on resume writing and job search techniques across various departments. 84% of responding students reported very high to exceptional Value gained from the presentation and 100% of responding students rated the overall presentation as Very high to Exceptional (II.C.1-29; II.C.1-30) (ER 15-17; ER 15-18).

Child Development Center (CDC)

The College offers child care services for children of SC students, faculty and staff, and members of the community based on available space. The CDC provides services for children ages 18 months to 6 years of age before their entrance into Kindergarten. Priority is given to children of Saddleback College students carrying six or more units. Students who qualify for financial aid on campus will receive a 20% discount on their monthly tuition rate. Student parents may also qualify for an additional tuition scholarship which is based on their child's age and schedule at the center. The primary focus of the program is to provide an educational environment where children, families and adults come together to learn and grow.

The CDC also serves a dual purpose in providing an early childhood demonstration/lab site for students enrolled in the Child Development and Education department, as well as, several other discipline areas on campus including Psychology, Sociology, Human Services and Nursing (II.C.1-31). This opportunity provides college students with a hands-on observation/interaction lab that aids in their course requirements and future job training. These functions of the CDC support student learning and the mission of Saddleback College.

Counseling Services

Consistent with the College mission, Counseling Services supports student learning and success by regularly evaluating the quality of its student support services (II.C.1-32; II.C.1-33). Feedback about student services is collected through both the annual college wide survey and the Counseling Division student surveys (II.C.1-34) (ER 15-19). In 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 their development of an educational plan, appointment length, information provided, quality of counselor support, and appointment availability. 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 College. Data from the 2013 survey states that 95 percent of the students who made appointments for academic counseling indicated that they had developed a complete academic plan during their appointment using My Academic Plan (MAP) (II.C.1-35; II.C.1-36). MAP is a computerized online academic planning tool created by the College and IVC counselors in 2007 to create comprehensive student educational plans (II.C.1-37; II.C.1-38). MAP, which interfaces

with ASSIST.org, is utilized by all counselors in all departments of student services. 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 as well as the number of comprehensive academic plans being approved by counselors. Recent data shows that since fall 2012, 19,368 comprehensive academic plans were approved by counselors at the College, and, between the academic year 2013-2014 and 2014-2015, there was a 25 percent increase in approved comprehensive academic plans. Since MAP can be accessed and completed on the student's computer at any time and in any location, this data includes distance education and correspondence education students. Whether working directly with the student in an appointment or over the phone, a counselor can check and approve a student's MAP by accessing it on a computer.

In addition, the 2013 student surveys indicated that the majority of students were consistently satisfied with their contact with a counselor. Since student success is the goal of all counseling appointments—whether these appointments are for academic, career or personal counseling—this data further demonstrates Counseling Services' ability to support student learning.

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.

Group counseling is another innovative tool the Counseling Services Division can utilize to meet the needs of a growing student population. During the summer and fall 2015, 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. To determine if group counseling could be an effective method of assisting students in developing a comprehensive academic plan, the REL West and MDRC research groups partnered to undertake a research study with the Counseling Division at the College (II.C.1-39) (ER 15-20). A random sample of students was selected to attend academic planning groups using MAP. These MAP workshops were designed to provide counseling to groups of five to ten 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 Division's participation in this study, MAP Workshops have been identified as a viable delivery method for counseling students at Saddleback College. MAP Workshops provide the Counseling Division 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 counseling appointments becomes greater than counseling appointment availability.

In addition, every two years, the Counseling Services Division evaluates its student support services through an AUR. The AUR speaks to Division strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives. The AUR is a comprehensive and thorough document that demonstrates support of student learning and enhances the mission of the institution (II.C.1-41) (ER 15-21).

Disabled Students Programs and Services

Disabled Students Programs and Services (DSPS) regularly evaluates the quality of their department's services through surveys, the evaluation of usage data, the review of AUOs, and the completion of AURs (II.C.1-41; II.C.1-42) (ER 15-22).

DSPS sends out a student survey during the spring semester. 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 services provided for deaf and hard of hearing students, students in need of adaptive furniture, or those in need of "on campus" transportation. The surveys distributed during the spring term are then reviewed and the results are included in the DSPS program's administrative unit outcomes and also used for administrative unit reviews. The surveys address students' satisfaction with DSPS services and include questions about student satisfaction with appointment availability, information provided, 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 (II.C.1-43; II.C.1-44) (ER 15-23; ER 15-24).

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

The DSPS Program also analyzes students' use of their services. Through SARS, which records all student contacts, the College is able to determine the most significant services and programs utilized by students. This information provides insight into student needs and the ways in which DSPS should focus its goals, strategies, and planning to provide greater access to services through advanced technology, equipment, and additional programs and services (II.C.1-45) (ER 15-25).

In 2009, DSPS Alternate Media Production evaluated the number of students who attended their initial appointment after being referred to Alternate Media Production by a DSPS counselor. During the spring semester, 134 students were referred to Alternate Media Production. Of that number, 70 percent kept an appointment and submitted books/class material for production into an alternate media format. In 2015, 150 students met with the alternate media specialist and 175 books/materials were converted to Kurzweil or another media format (II.C.1-46) (ER 15-26).

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

Once a student is verified as having a disability (II.C.1-47; II.C.1-48), an interaction process during an accommodations appointment with the student determines what accommodations and auxiliary services would be effective for optimal learning. Accommodations apply to students for in class, Distance Education, and Continuing Education. If a student discovers that one of their accommodations cannot be applied, the student reports this information to their instructor and DSPS. DSPS and the instructor of record will then work together to make sure that the

accommodation is provided. Counseling appointments regarding DSPS accommodations, orientation, and counseling for DE students, can take place through Skype or phone conversations. The same methods can be used for students who need access to Alternate Media Production, and materials can be delivered through email or physical mail. For those DE students whose accommodations include extended time on tests, DSPS provides the accommodation information to the instructor, who then adjusts the time allotment for tests on Blackboard or other technological access points for the student (II.C.1-49; II.C.1-50) (ER 15-27).

EOPS/CARE and CalWORKs

Consistent with the College mission, EOPS/CARE and CalWORKs supports student learning and success by regularly evaluating the quality of its student support services. The annual Collegewide survey collects feedback about student services, as does the review of AUOs and the completion an AUR (II.C.1-51; II.C.1-52; II.C.1-53; II.C.1-54; II.C.1-55) (ER15-28; ER 15-29). In addition, EOPS/CARE and CalWORKs faculty and staff have biweekly meetings to discuss the progress of the student support services that these programs offer to students (II.C.1-56). In 2013, the EOPS/CARE and CalWORKs Program conducted a student survey to evaluate the services offered through these programs (II.C.1-57) (ER 15-30). The survey addressed students' satisfaction with EOPS/CARE and CalWORKs services, information provided by the counselors, mode of information delivery, quality of counselor support, and their completion of a student educational plan. The 2013 survey contained data from 60 students.

The results of the student surveys demonstrate the EOPS/CARE and CalWORKs Program's success in supporting learning and enhancing the mission of the College through the development of education plans. Data from the 2013 survey states that 95 percent of responding students agreed or strongly agreed with the statement "the EOPS Counselor developed an understandable educational plan that reflects my career or academic goals." All educational plans completed by EOPS/CARE and CalWORKs counselors are approved and signed by the student and the counselor (II.C.1-58). 93 percent of students agreed or strongly agreed that their EOPS counselor was knowledgeable about academic programs, general education and transfer requirements; 90 percent of responding students utilized priority registration and 81 percent utilized book vouchers or borrowed text books from the EOPS book loan program (II.C.1-59).

Financial Assistance

The Student Financial Assistance and Scholarship Office provides FAFSA guidance and support to 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 (II.C.1-60).

The quality of support services are evaluated through the Student Services Satisfaction Survey 2013. The results of the 2013 survey reveal that 83.9 of the respondents are Very Satisfied or Satisfied with the Financial Aid Office services (II.C.1-08).

The quality of programs are also measure by required mandated state and federal reports such as the CCCCO Student Services Automated Reporting for CC and Federal Fiscal Operations Report and Application to Participate (II.C.1-61; II.C.1-62).

In addition, every two years, the Admission and Records Office evaluates its student support services through an AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives (II.C.1-63) (ER 15-31).

Support services for all students, including DE students, include extensive web access to state and federal financial aid applications, financial aid missing documents, messages, awards and disbursement information through the online My Financial Aid portal (II.C.1-64). In addition financial questions and answers are available 24/7 through short video videos that discuss important financial topics (II.C.1-65).

International Student Office

The International Student Office provides services to international students who hold F-1 student visas. These services include assisting students in the admissions, assessment, and orientation processes. Furthermore, the International Student Office guides international students through the transfer and graduation process and helps students with the preparation of home-stay and visa applications as well as documents required by the United States Citizenship and Immigration Services. In addition, the International Student Office both coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs (II.C.1-66; II.C.1-67).

The quality of support services are evaluated through the Student Services Satisfaction Survey 2013. The results of the 2013 survey reveal that 100% of the respondents are Very Satisfied or Satisfied with the International Student Office. Fall 2016 International Student Orientation Evaluations were performed, 35 students attended the event. A total of 29 students participated. 14 Multiple choice questions & two short essay questions, 20 students wrote positive feedback on how helpful the orientation was; 25 students wrote positive feedback on how well they understood the orientation (II.C.1-68).

In addition, every two years, the Admission and Records Office evaluates its student support services through an AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives (II.C.1-10).

Support services for all students, including International Students, is discussed above in A&R.

Student Health Center

The Student Health Center offers quality, confidential medical health care and psychological therapy for currently enrolled students who have paid their health fee. The Health Center staff is comprised of physicians, registered nurses, psychologists, and counseling interns. The student health fee includes treatment for acute, short-term illnesses as well as injuries, health education, referrals, and general health screening, including mental health therapy and women's health. A minimal fee does apply to some procedures, tests, labs, and prescriptions (II.C.1-69; II.C.1-70) (ER 15-32).

The College has a Crisis Intervention Team (CIT) which includes staff from the Student Health Center and Counseling Services (II.C.1-71; II.C.1-72). This team is available when a College

student or staff member has a psychological emergency. In addition, the Student Health Center subscribes to *Student Health 101*—a monthly online magazine that covers a variety of pertinent college health issues, such as colds and flu, stress, depression, sleep, nutrition, alcohol, and sexual behavior (II.C.1-73).

Student Success and Support Program (Formally known as Matriculation Department)

The Student Success and Support Program (SSSP) evaluates its student support services through student surveys, the review of AUOs, and the completion of AURs (II.C.1-74; II.C.1-75) (ER 15-33). In spring 2012, a sample of 287 students who had completed matriculation at the College responded to a matriculation satisfaction survey. All questions on this survey 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 1) the College's orientation and advisement and 2) the language on the matriculation website to better explain the process for submitting alternative evidence to meet the prerequisites for English and math requirements (II.C.1-76) (ER 15-34). In spring 2016, the College participated in a CESSE student survey (II.C.1-77) (ER 15-35).

Students must now show information mastery while completing the online orientation. This demonstrates consistent student learning while completing the orientation process. A student must get 80 percent of the orientation questions correct in order to clear this required step in the matriculation process (II.C.1-78).

The SSSP program review along with the SSSP credit and noncredit plans are used to measure the program's progress and to monitor any unmet needs of SSSP/Matriculation. Orientation is mandatory for all students who are required to complete the matriculation process as a result of their educational status and educational goal. During the 2014-2015 academic year, 92% of first time students completed orientation (II.C.1-79) (ER 15-36).

The College is able to meet all student orientation needs as this service is entirely available online. Only students whose educational goal does not require orientation are permitted to register for classes without having completed all SSSP core services. An effort is being made through Sherpa "nudge" technology to follow-up with students who have applied, but who have not completed the SSSP core services nor enrolled.

SSSP supports the Counseling student learning outcomes (SLOs) by introducing new students to campus support programs including: Counseling courses; categorical programs such as DSPS, EOPS, CalWORKs; veteran services; the Transfer Center; the Health Center; free tutoring in the LRC; FERPA; and Title IX. The successful completion of the online orientation module's exit exam demonstrates evidence of student learning (II.C.1-80) (ER 15-37).

Transfer Center

It is the mission of the Transfer Center (TC) to provide resources and counseling services that empower students, so they can achieve their desired transfer goals and career objectives. In order to transfer to a four-year institution, students must meet specific momentum points dependent on their transfer goal. The general points are deciding on a major and career goal, math and English requirement 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 (II.C.1-81).

The Transfer Center regularly evaluates the quality of support services provided to students through student surveys, by reviewing AUOs, completing AURs, and evaluating data (II.C.1-82) (ER 15-38). Furthermore, the support services provided by the center support learning and enhance the accomplishment of the mission of the institution and, in particular, the mission of student transfer to 4-year institutions. Students have multiple means of making contact with the Transfer Center; they can access the center through its website, schedule individual appointments in the center, call the office and be placed on a call-back list during walk-in periods, or email the center with questions via a designated general email address provided on the center's website. The counselor/coordinator and the eight part-time counselors also deliver services through presentations in academic classes, workshops for students, open application labs, personal statement essay reviews, and quad visits (II.C.1-83). These class visits and workshops are regularly evaluated through a paper survey that is uploaded 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 had already transferred, the survey was sent to students who had made an appointment via their College email. Students who visited the office were given a paper survey. Through both means of delivery, 83 students participated in the survey total (II.C.1-84) (ER 15-39).

Appointment processes: The survey results demonstrated that 56 percent of students made appointments over the phone and 36 percent made appointments in person. Eight percent of students who completed the survey had never made an appointment with a Transfer Center counselor. It is possible that these students completed the survey while they were in the office during walk-in transfer express times. 56 percent of students found the appointment making process to be very easy, while 18 percent found it easy. Meanwhile, 14 percent of the students found the process to be difficult, and 7 percent found it very difficult.

Counseling: Nearly 68 percent of students were "very satisfied" with their counselor's thoroughness. Seventy-one percent of students were satisfied with their counselor's explanation of specific transfer steps. Sixty-nine percent of students rated their satisfaction with MAP as "very satisfied." 76 percent rated their satisfaction with application help as "very satisfied." Finally, 73 percent of students were "very satisfied" with the length of their appointment.

Transfer Center counseling related to college choices was the highest rated reason for visiting the Transfer Center at 71 percent, followed by help with counseling assistance for class scheduling at 66 percent. Nearly 35 percent of students surveyed used the center for transfer workshops, followed by 15 percent for university representative visits, 11 percent for college fairs, and 6 percent for careers in teaching.

The Transfer Center determines AUOs each year to guide priorities and provide focus for the academic year. The Transfer Team, composed of both faculty and staff, meets each Monday to review progress and plan for upcoming student transfer needs. In addition, counseling faculty meet monthly for a Counselor Forum to consider case studies, policy review, and four-year institution research (II.C.1-85) (ER 15-40).

Veterans Education & Transition Services Program (VETS)

The VETS Program is not mandated or required through Title 5 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 the families of both, access to educational opportunities and the necessary support services to reach academic success as well as transition back into civilian and college life. In achieving this mission, the College will stand as a leader among post-secondary institutions in serving those who have served us (II.C.1-86; II.C.1-87).

The VETS Program regularly evaluates the quality of support services provided to students through the assessment of AUOs and through the AUR process (II.C.1-88) (ER 15-42). The program works with District IT staff to assess completion rates, retention rates, participation rates, and demographic information of student veterans, active duty personnel, and military dependents. Furthermore, the Vets Program also reviews the efficiency and efficacy of its services. For summer 2016, the program planned a deeper review of student veterans, the impact that the use of services has on those students, as well as an overall satisfaction survey. Once completed, this assessment will inform the future direction of the VETS Program. In spring 2016, a review of the physical VETS Center took place. In this review, students showed extreme dissatisfaction with the size and layout of the current location, SSC 207. As a result, a report has been developed and will be delivered to the College administration to seek a new, larger, and more accessible location to serve student veterans (II.C.1-89).

The VETS Program provides phone and online services for off-site active duty personnel, veterans, or family members, who are 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, an appointment is scheduled and a counselor calls the student and engages with them online to review records and documents simultaneously; in addition, the program offers counseling at Camp Pendleton Marine Corps Base. Many veteran students come from the northern part of Camp Pendleton, and yet they still struggle to get to campus due to active duty commitments (II.C.1-90).

Veterans Affairs and Services

The Veterans Office assists students in completing paperwork required for VA education benefits (II.C.1-91). 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 support services provided to students through the process of reviewing AUOs and completing AURs (II.C.1-92) (ER 15-42).

ANALYSIS AND EVALUATION

The College makes every effort to provide comparable support services regardless of the method and location of instruction. The College regularly evaluates student services through administrative review and point-of-service surveys. By utilizing these evaluations, student support services can ensure that services meet the needs of the students and support the mission of the College. In addition, this process ensures that the College

provides high-quality services that support student learning, and helps to identify additional needs and services.

Evidence

- II.C.1-01: Student Handbook (ER 15-01)
- II.C.1-02: College Catalog, Student Support Services, pages 12-16 (ER 15-02)
- II.C.1-03: Admissions and Records Webpage (ER 16-01)
- II.C.1-04: College Catalog, 2016-2017 (ER 15-03; ER 16-02)
- II.C.1-05: College Catalog, Admissions and Records Policies and Regulations 2016-17 pages 9,10,14,15 (ER 16-03)
- II.C.1-06: 2013 Student Services Satisfaction Survey and Results, Form 1 (ER 15-04)
- II.C.1-07: 2013 Student Services Satisfaction Survey and Results, Form 2 (ER 15-05)
- II.C.1-08: 2013 Student Services Satisfaction Survey Overview (ER 15-06)
- II.C.1-09: Fall 2014 Admissions Records Registration Survey Results
- II.C.1-10: Admissions and Records 2015 Administrative Unit Review
- II.C.1-11: Career and Re-Entry Center Webpage
- II.C.1-12: Career Guidance Services Webpage
- II.C.1-13: Career and Re-Entry Center Program Review (ER 15-07)
- II.C.1-14: Center for Career and Life Development AUOs 2008-2010 (ER 15-08)
- II.C.1-15: Career Center SARS Data 07/012015-06/30/2016
- II.C.1-16: Re-Entry Center Webpage
- II.C.1-17: Re-Entry Center Brochure
- II.C.1-18: Career Placement Services Webpage
- II.C.1-19: Saddleback College Career Network Group
- II.C.1-20: On-Campus Recruitment Calendar
- II.C.1-21: Gaucho Jobs Employer Log-in
- II.C.1-22: Gaucho Jobs Student Log-in
- II.C.1-23: 2016 Career Fair Employer Survey (ER 15-09)
- II.C.1-24: 2016 Career Fair Employer Survey Results (ER 15-10)
- II.C.1-25: Career Fair Student Survey 2016 (ER 15-11)
- II.C.1-26: Career Fair Student Survey Results 2016 (ER 15-12)
- II.C.1-27: Career Placement Resume Review Survey (ER 15-13)
- II.C.1-28: Career Placement Resume Review Survey Results (ER 15-14)
- II.C.1-29: Career Placement Presentation Survey (ER 15-15)
- II.C.1-30: Career Placement Presentation Survey Results (ER 15-16)
- II.C.1-31: Child Development Center Webpage
- II.C.1-32: Counseling Service Webpage
- II.C.1-33: Counseling Tools Webpage
- II.C.1-34: Counseling Services Student Survey (ER 15 -17)
- II.C.1-35: My Academic Plan (MAP) Webpage
- II.C.1-36: How to Create a MAP Tutorial Videos
- II.C.1-37: MAP Report IGETC UC Example
- II.C.1-38: MAP Report CSU Example
- II.C.1-39: Counseling Services REL West Report (ER 15-18)
- II.C.1-40: Counseling Services 2013 Administrative Unit Review (ER 15-19)

II.C.1-41: DSPS 2016 Administrative Unit Review (ER 15-20)
II.C.1-42: Disabled Students Programs and Services Webpage
II.C.1-43: **Survey Results 2009** (ER 15-21)
II.C.1-44: **Survey Results 2015** (ER 15-22)
II.C.1-45: 2009-10 DSPS Administrative Special Services (ER 15-23)
II.C.1-46: DSPS Services AUOs Results (ER 15-24)
II.C.1-47: Guidelines for Verification of Disability
II.C.1-48: DSPS Application for Services
II.C.1-49: DSPS FAQ Webpage (ER 15-25)
II.C.1-50: Partnership: A Faculty Guide to Special Services
II.C.1-51: EOPS Webpage
II.C.1-52: CARE Webpage
II.C.1-53: CalWORKs Webpage
II.C.1-54: EOPS-CARE 2016 Administrative Unit Review (ER 15-26)
II.C.1-55: CalWORKs 2016 Administrative Unit Review (ER 15-27)
II.C.1-56: **Biweekly meeting minutes**
II.C.1-57: **Student Survey Results 2013** (ER 15-28)
II.C.1-58: **Example of an education Plan**
II.C.1-59: EOPS Book Voucher Fall 2016
II.C.1-60: Student Financial Assistance and Scholarship Office Webpage
II.C.1-61: CCCCO Student Services Automated Reporting for CC
II.C.1-62: Federal Fiscal Operations Report and Application to Participate
II.C.1-63: Financial Assistance Services 2013 Administrative Unit Review (ER 15-29)
II.C.1-64: My Financial Aid – Student Log in
II.C.1-65: Financial Aid Answers 24/7
II.C.1-66: International Students Webpage
II.C.1-67: International Students Admission Requirements Webpage
II.C.1-68: International Student Orientation Evaluations Fall 2016
II.C.1-69: Student Health Center Webpage
II.C.1-70: Student Health Center 2016 Administrative Unit Review (ER 15-30)
II.C.1-71: Crisis Intervention Team Webpage
II.C.1-72: CIT Crisis Intervention Brochure
II.C.1-73: Student Health 101 Webpage
II.C.1-74: SSSP-Matriculation Webpage
II.C.1-75: Matriculation 2013 Administrative Unit Review (ER 15-31)
II.C.1-76: Matriculation Satisfaction Survey 2012 (ER 15-32)
II.C.1-77: CCSSE Report of Findings (Preliminary) Spring, 2016 (ER 15-33)
II.C.1-78: New Student Online Orientation Webpage
II.C.1-79: **Orientation Outcomes 2014-15** (ER 15-34)
II.C.1-80: Counseling SLOs (ER 15-35)
II.C.1-81: Transfer Center Webpage
II.C.1-82: Transfer Center 2014 Administrative Unit Review (ER 15-36)
II.C.1-83: Transfer Center Workshops Webpage
II.C.1-84: **Student Satisfaction Survey Results 2014** (ER 15-37)
II.C.1-85: **Transfer Center AUOs** (ER 15-38)

II.C.1-86: VETS Program Webpage
II.C.1-87: First Step for VETS Webpage
II.C.1-88: **VETS AUR** (ER 15-39)
II.C.1-89: **VETS Center Report**
II.C.1-90: VETS Resources Webpage
II.C.1-91: VA Education Benefits Office Webpage
II.C.1-92: Student Payment and Veterans Office 2014 Administrative Unit Review
(ER 15-40)

DRAFT

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

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

The College currently does not have any programs that are offered solely online. As an open institution, the College does not restrict access to any of its courses, and works to ensure the success of all students, both face-to-face and online, by providing necessary resources and services. The College assesses and utilizes outcomes assessment data for all support services, whether these services are provided face-to-face or online. In addition, the College requires all student and learning support services to participate in the biennial AUR process (II.C.2-01).

Counseling Services

Counseling Services identifies and assesses learning support outcomes and provides appropriate student services by regularly participating in the AUOs (II.C.2-02) process and by assessing SLOs (II.C.2-03) related to counseling courses taught through the Counseling Department. Counselors work with students to create a plan that mirrors student goals whether that goal is a certificate, associate degree, or to transfer to a four-year institution. All necessary courses in this plan can be arranged by semester to provide students with a visual outline of their remaining courses for completion. MAP is always accessible to students through the MySite portal (II.C.2-04).

The Counseling Division tracks the number of academic plans that are made on MAP as well as the number of plans that 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. The results of the aforementioned mentioned 2013 Counseling Division student survey (II.C.1-34) show students' satisfaction with their ability to develop a comprehensive academic plan using MAP (II.C.1-24).

The Counseling Division also assesses student outcomes through SLOs related to counseling courses taught through the Counseling Services Division (II.C.2-05). Counseling courses are taught in subjects including: career exploration, academic planning, human relationships, and study skills. Each class has a specific list of SLOs that students are expected to achieve by the end of the course. Class assignments and exams are means to measure SLOs. Comparable counseling courses, whether taken in person or online, have the same SLOs. Therefore, online students can expect to receive the same information as face-to-face students and will achieve the same learning outcomes. In order for students to accomplish the competencies necessary to earn a certificate, degree, and/or transfer, all course-level SLOs are linked to PSLOs and ISLOs. In the latest measurement of SLOs in Counseling Services courses in 2015, 100 percent of counseling courses met their SLO goals. The chart below describes how specific counseling SLOs were measured (II.C.2-06).

Disabled Students Programs and Services (DSPS)

Through DSPS administrative unit outcomes, DSPS assesses how adequately it meets the needs of students in a timely manner. In 2013-2014, the AUO was assessed through institutional data collection (II.C.2-07). SARS was used to examine the time between a student's first contact with DSPS (submission of the DSPS Application for Services) and the time the student received their initial appointment. It was found that only 61 percent of the students applying for services received an appointment within two weeks of their first contact. These results indicated that there was an inadequate number of appointments available, perhaps partly due to budget reductions since 2008. In addition, the DSPS student count has increased significantly since 2008. There were 1800 DSPS students in 2008 and 2500 hundred students by 2014. In response to this increase, DSPS has added counselors to meet student needs (II.C.2-08).

DSPS also assesses student outcomes through student learning outcomes related to Special Services courses taught through DSPS as well as the adaptive PE courses (KNEA) taught through DSPS (II.C.2-09). Special Services courses cover 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 include: Adaptive Strength Training, Water Exercise and Swimming, Cardiovascular Conditioning, Adapted Sports, and Survey and Assessment of Fitness, among others (II.C.2-10). Each class has a specific list of SLOs 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 whose students are in jeopardy of not attaining the outcomes for the course (II.C.2-11). Progress Report was piloted in spring 2016 by 25 faculty, and over 1300 Progress Report nudges were sent to students (II.C.2012). This new early alert system is an opportunity for faculty to continue to communicate with their students, particularly to express any concerns that they have regarding their students' class performance. Faculty can use Progress Reports to communicate to a student that he/she may be missing assignments, poor performance on a test, or absences. Since College counselors will also have access to these Progress Reports during individual counseling appointments with students, Progress Report will allow for a holistic and intrusive approach to counseling. Furthermore, counselors will proactively use Progress Report analytics to reach out to students who are in need and direct them to campus services for support.

Progress Report nudges include referrals to the Learning Resource Center, the College's free tutoring center, instructor office hours, and counseling (II.C.2.-13). While Progress Report is voluntary tool for our faculty, this function can easily be accessed with any class roster found in MySite. Professional development workshops will address how to use Progress Report; in the meantime, this intuitive tool is already available to faculty. Approximately 1,800 students end each semester on academic or progress probation. Beginning fall 2016, students on academic probation are in serious jeopardy of losing their financial aid. Progress Report can serve as a preventative tool to help all students succeed. Finally, Progress Report can also send positive nudges (II.C.2-14), which will allow counselors to reinforce positive classroom performance. This early alert system is a Districtwide project funded through SSSP. Instructional and

counseling faculty, staff, research and District IT worked together on this collaborative effort to provide a needed and beneficial student support tool.

EOPS/CARE and CalWORKs

Every three years, EOPS/CARE and CalWORKs identifies and AUOs (II.C.2-15). The EOPS faculty and staff members have biweekly staff meetings to discuss and evaluate AUOs. During these meetings, staff report the outcomes of their activities in relation to AUOs. For example, all EOPS active students are required to attend three counseling meetings per semester; during these meetings, the counselor ensures that the student develops an educational plan. All current EOPS students have a comprehensive student educational plan.

In addition, students are contacted via email and phone with reminders about their priority registration, counseling contacts, book vouchers, the book loan program, and other student support services—such as holiday events, grants, and scholarships available to students. The AUOs are assessed in several ways. The EOPS program specialist uses a database to run daily reports on those students who utilize each support service and on the student support services provided (II.C.2-16). The EOPS/CARE programs have a tracking system where all student contact is documented and all services are tracked. In order to plan for the following year, all AUOs are assessed at the end of each calendar year. In addition, the EOPS/CARE programs have mandated reports. The reporting forms required by the Chancellor's Office during the fiscal year include the previous year EOPS Final Expenditure Report (II.C.2-17), the CARE Final Expenditure Report (II.C.2-18), and the CalWORKs Final Expenditure Report (II.C.2-19) all reports need to be submitted with assigned signatures to the Chancellors office by September 15th. The EOPS and the CalWORKs Program Plan need to be submitted with assigned signatures to the Chancellors office by November 15th. The EOPS Budget Plan (II.C.2-20), the CARE Budget Plan (II.C.2-21), and the CalWORKs Budget Plan (II.C.2-22) need to be submitted with assigned signatures to the Chancellors office by November 15th. The EOPS and CARE Mid-Year Reports need to be submitted with assigned signatures to the Chancellors office by February 1st (II.C.2-23).

Level Up Basic Skills and Student Outcomes Transformation Grant

The College was awarded \$1.5 million for the three-year Level Up Basic Skills and Student Outcomes Transformation Grant, which began in fall 2016 (II.C.2-24). The grant will focus on factors students say they need to feel in order 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:

- 1) Adopt the Common Assessment Initiative and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses.
- 2) 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.
- 3) Contextualize remedial instruction in foundational skills for the specific academic and career pathways in which students seek to advance.
- 4) Provide proactive student support that is integrated with instruction.

The College will also use the grant to advance existing practices that are productive, to employ professional development to create awareness and practice of these strategies and perspectives, and to develop a Collegewide culture, both in the classroom and in areas of student support, that bolsters basic skills success. In addition, the College will use existing District technology to create a new class schedule that will integrate a given student's assessment results, high school transcripts, completed coursework, academic plan as well as create an individualized class schedule. The grant will also create six positions, expand tutoring, and provide stipends for curriculum redesign and professional development.

SSSP

SSSP assesses and provides for student needs by including in the orientation topics mandated by Title 5, section 55521, as well as any additional information, policies and/or procedures that the College or District determines necessary to include in a comprehensive orientation. The orientation includes all required topics as well as additional topics, such as, programs and majors, the SSSP process, student services, academic planning, campus life, and student conduct and safety (II.C.1-25).

SSSP addresses student need regardless of location. The program responds daily to email messages from students and the community regarding SSSP-related questions and concerns. All student services-related departments, as well as instructional support divisions and departments, contact SSSP regarding matters of assessment, at which time the SSSP coordinator and/or staff address each inquiry on a case-by-case basis. All SSSP information is available to students and the community via the SSSP website (II.C.1-77).

SSSP provides online orientation and online advisement for students unable to participate in in-person SSSP services. Students outside of a 150-mile radius of campus and out of state can complete assessments with off-site proctoring services nationwide through the College's membership with NCTA (II.C.2-26). Through Comevo, the same provider of online orientation, online probation workshops are available to students (II.C.2-27).

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 regularly assists the staff with data analysis (II.C.2-28).

Transfer Center

Students work with counselors in the Transfer Center to prepare for transfer, to apply, and to follow the steps for transferring which, in many cases, take approximately one year from application to the first semester at a given transfer campus (II.C.2-29).

To determine whether students are achieving anticipated outcomes and to improve services, the Transfer Center assesses the following:

- Assessment of approved MAPs completed by counselors in the Transfer Center (II.C.2-30)

- Assessment of the number of CSU and UC applications and admissions each year (II.C.2-31)
- Private and out-of-state college admissions (II.C.2-32)
- Tracking of Honors Program and Teacher Preparation Pipeline students (II.C.2-33)
- Assessment of student use of the Transfer Admission Planner (TAP) which is a service/online planner administered by the University of California (II.C.2-34)
- Assessment and follow up of students through the UC Data Sharing Program (II.C.2-35)

Veterans Education & Transition Services Program

Plans are in place to evaluate the efficacy of VETS Program services; to date, no formal assessment has taken place. Internal assessments include student wait time for counseling, counselor efficiency, VETS Center utilization, accuracy of MAP majors to VA once submissions, event participations rates, and overall veteran participation rates at the College. The VETS Program is currently up for AUR and will incorporate specific metrics into both the planning process and AUR (II.C.1-88).

Distance Education

In response to student need, the College is currently piloting online tutoring services, an online Paper Center, and live tutoring. The LRC Tutoring Center is offering WOW workshops for students taking online courses (II.C.2-36; II.C.2-37). The Tutoring Center has also added some embedded tutors for online courses. In addition, the Library is offering online Library Workshops and will add additional online workshops in 2017 (II.C.2-38).

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

AURs and PRs flag additional student needs and enable a link to resource allocations. In addition, student surveys and committees—including the District Technology Committee, College Technology Committee, DOEC, and College Online Education Committee—offer the College opportunities to assure the quality of student support, identify needs for support services, and ensure that those needs are met (II.C.2-39).

Students in DE courses are offered support that is comparable to their traditional student counterparts. While the OEI-engaged courses at the college are piloting student-readiness modules, the college does not mandate a baseline readiness procedure for all students enrolled in DE courses. However, students do have access to success workshops for online students (during WOW week), and there are online resources such as readiness quizzes available for students. OEI-engaged faculty also have access to Proctorio, an online proctoring service offered free of charge to students, while some faculty who teach DE courses, such as in the Math Department, also use ProctorU, which is a fee-based proctoring tool (II.C.2-40; II.C.2-41). The college could improve in its access to free proctoring services for DE courses. The Student Technical Support team at the college also ensures consistent support for students who need desktop support with passwords, access to the LMS, and simple technical issues such as converting files and troubleshooting. There are currently two full-time and one half-time staff members dedicated to Student Technical Support to support the 30,000+ students enrolled at the college; increasing

support will be an important consideration for the college, especially if the college chooses to move to a new LMS. Beyond technical support, students have access to online library services (such as reference support, 24/7 chat with librarians, online library workshops, and access to databases), online tutoring services including the Paper Center and online tutoring for English, and the ability to create, edit and cancel appointments using the appointment-scheduling system, WC Online.

ANALYSIS AND EVALUATION

The College provides a broad range of student services and programs to support student success. The College utilizes several methods for identifying and assessing outcomes for its learning support services and then uses that data to provide appropriate student support services 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. Furthermore, student orientation, campus events and personal development course curriculum, provide students with information on College services. The College was an early adopter of student services SLOs and AUOs, and all student support services have completed multiple AUO assessment cycles.

Evidence

II.C.2-01: AUR handbook for Student Support and Administrative Services

II.C.2-02: **AUOs from TracDat**

II.C.2-03: **SLOs from TracDat**

II.C.2-04: MySite Login

II.C.2-05: Counseling Courses Webpage

II.C.2-06: Counseling SLOs Complete

II.C.2-07: **AUOs from TracDat**

II.C.2-08: **SARS Report**

II.C.2-09: **SLOs Adaptive PE**

II.C.2-10: Adapted Kinesiology Webpage

II.C.2-11: Progress Report: User Guide Pilot - Faculty

II.C.2-12: Student Progress - Student Nudges 10-12-16

II.C.2-13: Progress Report Example Nudges

II.C.2-14: Progress Report (SHERPA) Positive Nudge

II.C.2-15: **EOPS/CARE and CalWORKs AUOs from TracDat**

II.C.2-16: **EOPS/CARE Student Utilization report**

II.C.2-17: **EOPS Final Expenditure Report**

II.C.2-18: **CARE Final Expenditure Report**

II.C.2-19: **CalWORKs Final Expenditure Report**

II.C.2-20: **EOPS Budget Plan**

II.C.2-21: **CARE Budget Plan**

II.C.2-22: **CalWORKs Budget Plan**

II.C.2-23: **EOPS and CARE Mid-Year Reports**

II.C.2-24: Level Up Basic Skills Grant Webpage

II.C.2-25: New Student Orientation Screenshot

II.C.2-26: NCTA Screenshot

II.C.2-27: Comeveo Screenshot

II.C.2-28: **Data from evaluations**

II.C.2-29: Transfer Planning Webpage
II.C.2-30: Assessment of approved MAPs completed by counselors in the Transfer Center
II.C.2-31: **Assessment of the number of CSU and UC applications & admissions each year**
II.C.2-32: **Private and out-of-state college admissions**
II.C.2-33: **Tracking of Honors Program and Teacher Preparation Pipeline students**
II.C.2-34: **Assessment of student use of the Transfer Admission Planner (TAP)**
II.C.2-35: **Assessment and follow up of students through the UC Data Sharing Program**
II.C.2-36: WOW Fall 2016 Webpage
II.C.2-37: WOW Fall 2016 Brochure
II.C.2-38: Blackboard Online Workshops Screenshot
II.C.2-39: OELR Division 2015 Administrative Unit Review
II.C.2-40: Proctorio Screenshot
II.C.2-41: ProctorU

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)

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 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, all enrollment-related services, registration and transcript requests, as well as degree and certificate conferral (II.C.1-03; II.C.3-01). The office collects, processes, and maintains student grades and completion records of certificates and degrees. The staff processes residency redeterminations and transcript requests, and enforces academic regulations, such as course repetition, academic renewal, and enrollment priority. Most transactions can be completed online, and the Office of Admissions, Records and Enrollment Services serves traditional and online education students (II.C.3-02).

Counseling Services

Comprehensive and reliable counseling services include academic counseling, personal counseling, and career counseling, all of which can be obtained in person, on the telephone, and on online. Counseling Services is open for day and evening appointments every day of the week, excluding weekends and holidays (II.C.1-32).

The 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. High school students who complete Counseling 100 have informed educational plans and have met the matriculation deadline for priority registration appointment dates (II.C.3-03) (ER 15-41).

Disabled Students Programs and Services

DSPS at the College ensures that 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 labs; sign-language and real-time captioning; and liaison with faculty and community agencies (II.C.3-04; II.C.3-05) (ER 15-42; ER 15-43). These services apply to students in both face-to-face and online classes, and appointments are available in person, by phone, or by Skype. In addition, DSPS offers specialized courses in strategies training, basic academic skills, lip-reading and hearing conservation, and adapted kinesiology (adapted PE) (II.C.3-06) (ER 15-44). The DSPS Learning Disabilities Center offers free learning

disability assessments to students who have never been diagnosed with a disability, but who are struggling academically and want to determine if a learning disability is contributing to their difficulties (II.C.1-47).

Due to the increase in the disabled student population, DSPS services were required to hire additional faculty and staff. This growth created space constraints that made it extremely difficult to meet the service needs of students, so the College increased the facilities space available to DSPS. This additional space was added in multiple locations throughout the campus. Having 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 DSPS into the Gateway Building after its completion.

Due to the size and topography of the campus, the College will always need to provide “on-campus” transportation for students with mobility issues. DSPS provides campus transportation by way of two golf carts (one cart is wheelchair accessible) between building locations, the parking lot, and the ACCESS bus stops, as well other areas on the campus.

EOPS/CARE and CalWORKs

EOPS/CARE and CalWORKs is committed to providing comprehensive student support services for EOPS/CARE and CalWORKs eligible students through the following services: career, personal, and academic counseling; priority registration; assistance with registration; book vouchers; assistance with scholarship applications; application fee waivers to four-year institutions; the Book Loan Program; Cap & Gown; cultural and social events; and extended tutoring services and grants (II.C.1-51).

The EOPS/CARE Program provides support services to those students who qualify for and are accepted into their program. Students can reach the program in person, by telephone, or online. The EOPS/CARE and CalWORKs Office is open daily, excluding weekends and holidays. All forms are readily available via the College's EOPS/CARE and CalWORKs website (II.C.3-07).

Counseling is the primary student support service offered to EOPS/CARE and CalWORKs students. Each program has its own eligibility requirements based on Title 5 regulations. In order to be eligible for the EOPS/CARE Program a student must have an educational and socio-economic disadvantage and have completed 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 Department of Social Services. EOPS/CARE and CalWORKs students utilize personal, career, and academic counseling. EOPS/CARE and CalWORKs counselors develop comprehensive academic plans for students through the District's MAP software. Each student's MAP is reviewed and updated on a semester basis.

Follow-up services are communicated in person, by email or phone. EOPS/CARE students also have access to priority registration and can apply for associates degrees, vocational certificates, or occupational awards online through their MySite portal (II.C.3-08).

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 wages, loans, and scholarships. Financial aid programs assist eligible

students from all income levels, and specifically those students from low and middle-income families. All students have access to the application for financial aid online, as well as related forms (II.C.1-60; II.C.3-09). In addition, financial aid support is provided face-to-face, via email, or by telephone.

International Student Office

The International Students Office coordinates events on campus to promote global awareness and also cooperates with community organizations in international friendship programs. The office's website provides links to the international student application as well as information about activities and events. Students can interact with the College's International Student Program using Facebook, Twitter, and YouTube (II.C.1-66).

Student Equity Plan (SEP)

The College provides appropriate, comprehensive, and reliable services to all students. The College's culture of support strives to ensure equitable access to support services for all segments of the student population. The College uses a multifaceted approach to ensure this equitable access for all students. The College utilizes the Student Equity Plan (SEP) to support and move each student toward academic and personal achievement. Categorical programs, student equity, basic skills, and student success and support programs, ensure students many opportunities to achieve this success. The College's SEP aligns with Objective 2.1 of the Strategic Plan which calls for "closing the achievement gap." The 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 (II.C.3-10; II.C.3-11) (ER 15-45; ER 16-46).

Student Success and Support Program (SSSP)

SSSP ensures regular evaluation of equitable access by meeting with the English, Reading, ESL and Math department chairs to conduct validations (II.C.3-12). The English, Reading, ESL and Math departments are currently preparing for implementation and validation of the new Common Assessment and statewide multiple measures.

SSSP ensures that matriculation testing is available to remote students through the utilization of NCTA (National College Testing Association) to provide proctored assessment services to students who are out of state or outside of a 150-mile radius of the 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. 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 (II.C.3-13).

Reliable SSSP services are provided online (orientation, advisement and probation). Currently, out of the area and out of state students are given the option to have assessment testing proctored at a National College Testing Association (NCTA) site within the United States. Soon Saddleback College will offer the Common Assessment, which means a student will be able to assess at a local California Community College campus and have their placement results made available to Saddleback College through the CCCAssess statewide data warehouse (II.C.1-74).

The College discovered there is a need to offer off-campus assessment more than once at many area high schools. Due to the overall number of high school seniors requiring assessment and the College's current practice of capping test sessions to 50 students, the College will offer assessment at some of the larger high schools for a second time. In addition, the College discovered the need to return to high schools for additional testing sessions in order to meet the needs of students who required an evening test session due to extracurricular activities. This year the College is testing at local private schools, starting as early as October (II.C.3-14). The High School Partnership Program has improved relationships with neighboring parochial schools (II.C.3-15).

A greater effort is also being made to bring the College assessment to the broader community. A small working group made up of SSSP staff and discipline experts in English, reading, ESL, and math, are preparing a list of community sites—such as libraries, Boys & Girls Clubs, and military stations—where the College can host regular assessment testing sessions (II.C.3-16).

As a pilot test college for the Common Assessment Initiative (CAI), the College looks forward to bringing the Common Assessment to the community. We believe the CAI platform will be adaptive, mobile, and better suited for off-campus testing than the current exams—CTEP, MDTP, and CELSA. CAI is discussed in more detail in II.C.7 (II.C.7-22).

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 (II.C.3-17). Students who meet with a counselor complete an academic plan (MAP). Counselors use their notes and documentation from appointments to facilitate continuity of services since, in many instances, the student will see more than one counselor in their community college career. Counselors who meet with the student after their Transfer Center appointment can use these notes, as can evaluators at the time of a given student's graduation/transfer. The Transfer Center has extended hours from Monday through Thursday to accommodate students who are unable to access services during the day (II.C.1-78). The Transfer Center invites representatives from four-year colleges to visit the College's campus in person or to meet virtually with potential transfer students; both of these methods provide access to students who may not have the means to travel to prospective transfer campuses. The Transfer Center offers tours to each of the three local transfer options including UC, CSU and private institutions. In addition, there are counselors available in the Transfer Center with language proficiency in Spanish and Farsi. With the new SEP-funded CLASE Transfer Mentor Program, the Transfer Center also provides a bilingual/Spanish transfer information program for new students and their parents; this is an effort to provide equitable access to a population who is disproportionately impacted at our campus in the area of transfer (II.C.3-18).

VETS

The offering of VETS on the Camp Pendleton Marine Corps Base and via phone and online is advertised on the program website and communicated to students in the VA Office. These services are also promoted at the School of Infantry Joint Education Center (II.C.3-19) (ER 15-48).

ANALYSIS AND EVALUATION

The College provides equitable, appropriate, comprehensive, and reliable information and services to students using multiple methods to assure access for all students. The quality, reliability, and accessibility of all 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 developed and made available to students.

Evidence

- II.C.3-01: A & R New Student Webpage (ER 16-04)
- II.C.3-02: A & R Transcripts Webpage
- II.C.3-03: Concurrent Enrollment 9-12 Brochure (ER 15-41)
- II.C.3-04: DSPS Services Flyer (ER 15-42)
- II.C.3-05: Student Handbook, DSPS, page 15 (ER 15-43)
- II.C.3-06: College Catalog, DSPS Courses and Adapted Kinesiology (ER 15-44)
- II.C.3-06: EOPS Program Webpage
- II.C.3-07: EOPS/CARE, CalWORKs Forms Webpage
- II.C.3-08: EOPS/CARE, CalWORKs & S.T.E.P.S Staff Webpage
- II.C.3-09: Apply for Financial Aid Webpage
- II.C.3-10: Student Equity Plan 2015-2016 (ER 15-45)
- II.C.3-11: Student Equity Plan BOT 2015-16 (ER 15-46)
- II.C.3-12: **Meeting Minutes**
- II.C.3-13: High School Partnership Council
- II.C.3-14: High School Testing Calendar 2016-17
- II.C.3-15: High School Partnership Program Webpage (ER 15-47)
- II.C.3-16: **List of Community Sites**
- II.C.3-17: SCTCO Screenshot
- II.C.3-18: **SEP-funded CLASE Transfer Mentor Program**
- II.C.3-19: Veterans Outreach Office Webpage (ER 15-48)

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

The College offers a wide variety of co-curricular and athletic programs that align with the College mission and provide expanded social, cultural, and educational activities for students. To ensure they meet College standards, 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.

Student Development

The Student Development Office's primary goal is to support student leadership and personal growth through the following: Campus Life activities, the 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 shared governance. ASG, in partnership with the staff of Student Development, is responsible for administering the annual ASG student elections and the SOCCCD Student Trustee Election (II.C.4-01).

All co-curricular activities adhere to state regulations as well as District policies and procedures (II.C.4-02). 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 trustees, free speech, use of facilities, and student appointment to college committees (II.C.4-03).

ASG strives to meet the diverse needs of the student population by supporting student clubs and organizations on campus through the Inter-Club Council (II.C.4-04; II.C.4-05). In spring 2016, there were 40 recognized clubs covering a wide range of student interests. These clubs include Anime, Business, Gay Straight Alliance, Meditation and Mindfulness Realization, and Psi Beta and Psychology clubs (II.C.4-06). 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 (II.C.4-07; II.C.4-08). 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 (II.C.4-09). Through the Campus Life Activities arm of Student Development, there are many activities and events available to students that foster campus engagement. These activities include the Game Lounge, weekly ping pong tournaments, free Moonlight Movie Nights, and monthly food trucks (II.C.4-10). The Leadership Lab, also overseen by the Student Development Office, offers a variety of workshops and live events—such as public viewings of Ted Talks on Tuesdays—created with the goal of building within our students a robust sense of leadership as

well as professional and personal development (II.C.4-11). The Leadership Lab provides workshops including Stress and Anxiety Relief, Franklin Covey's 7 Habits of Highly Successful College Students, Understanding and Practicing Growth Mindset, The Power of Motivation, and How to Make 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 (II.C.4-12).

ASG is funded through a share of the College bookstore sales, cafeteria/vending sales, and Associated Student Body (ASB) \$10 activity sticker sales. ASG's finances are governed under board policy 5420. In 2015-2016, 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 (II.C.4-13).

Athletics

The College's athletic programs are housed within the Kinesiology and Athletics Division with direct supervision and oversight by the athletic director/dean of kinesiology and athletics (II.C.4-14; II.C.4-15). Each sport program is offered as a for-credit educational course (II.C.4-16). Athletics has two financial sources: 1) an allocation from the College's general fund operating budget, 2) team fundraising (III.X.X-X; II.C.4-17). 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 Kinesiology and Athletics Division also actively reviews its PR annually in preparation of the alignment of its annual resource allocation requests for additional funding for the program (II.C.4-18).

The College currently offers twenty intercollegiate sports programs throughout the academic year (II.C.4-19):

- Baseball
- Basketball, Men's and Women's
- Beach Volleyball, Women's
- Cross Country, Men's and Women's
- Football
- Golf, Men's and Women's
- Soccer, Women's
- Softball
- Swimming & Diving, Men's and Women's
- Tennis, Men's and Women's
- Track & Field, Men's and Women's
- Volleyball, Women's
- Water Polo, Men's and Women's

The sports programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCCAA), the SOCCCD Board of Trustees (BP 5230), State Education Code Section 67360-67365, and Federal Register of Title IX (II.C.4-20). The CCCAA maintains 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 (II.C.4-21).

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 these 12 units, nine must be academic. Before playing their second season of competition, sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum GPA of 2.0 (II.C.4-22). 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 they 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 while also receiving real-world experience. The division provides activities 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 College, but to the community as a whole (II.C.4-23).

The Department of Theatre Arts produces several diverse performances each fall and spring semester (II.C.4-24). In addition, the department has the strong Summer of Theatre program. During summer 2016, the program performed *Beauty and the Beast* and *Little Shop of Horrors* (II.C.4-26). The 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 and attend 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 students "real world"/hands-on experience (II.C.4-27). The program submits productions each year to the Newport Beach Film Festival, where the students have the ability to expand their impact to a broader audience (II.C.4-28). Additionally, students participate in the radio stations KSBR and OC Rock internet radio as well as Channel 39, a local television channel (II.C.4-29; II.C.4-30).

The Music Department has a comprehensive program and many co-curricular programs, such as concerts and recitals (II.C.4-31). 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 (II.C.4-32). Many of these groups will have the opportunity to perform with a nationally known artist.

One Book, One College

In spring 2016, the College held its first annual One Book, One College—a reading program designed to promote discussion and understanding of the broader issues we face, both locally and globally (II.C.4-33). The One Book, One College Committee selected the novel *Fives and Twenty-Fives* to be read across the campus by students, faculty, staff, and administrators throughout the semester. Many faculty across disciplines chose 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, which was attended by over 400 students, faculty, staff, administrators, and community members (II.C.4-34).

This pilot project was funded by the College'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 (II.C.4-35).

ANALYSIS AND EVALUATION

Co-curricular and athletics programs offered at the College 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; this connection being a critical component in student success. These programs reflect the interests of students as well as those of local and surrounding communities.

Evidence

- II.C.4-01: Student Development Webpage
- II.C.4-02: BP 5240, Associated Student's Organization
- II.C.4-03: BP 104, Student Member of the Board of Trustees
- II.C.4-04: Associated Student Government (ASG) Webpage
- II.C.4-05: Inter-Club Council Webpage
- II.C.4-06: Saddleback College Student Life Portal-Active Clubs
- II.C.4-07: ASG Bylaws 2016-17
- II.C.4-08: Saddleback College Student Life Portal- Start A Student Club
- II.C.4-09: ASG Sponsored Events
- II.C.4-10: Saddleback College Student Life Portal-Campus Life Calendar
- II.C.4-11: Saddleback College Student Life Portal-The Leadership Lab
- II.C.4-12: ASG Grant Assistance Webpage
- II.C.4-13: ASG Budget & Grant Request Process Webpage
- II.C.4-14: Kinesiology and Athletics Webpage
- II.C.4-15: Saddleback College Athletics Webpage

II.C.4-16: Kinesiology - Team Sports (Formerly PE) Class Schedule Fall 2016 Webpage
II.C.4-17: Saddleback College Athletics 2016 Golf Tournament Fundraiser
II.C.4-18: Kinesiology 2014 Program Review
II.C.4-19: Saddleback College Athletics Staff Directory by Sport
II.C.4-20: BP 5230 Intercollegiate Athletics
II.C.4-21: Annual gender equity and financial reports
II.C.4-22: Saddleback College Athletic Department Student-Athlete Handbook
II.C.4-23: Division of Fine Arts and Media Technology Webpage
II.C.4-24: Department of Theatre Arts Webpage
II.C.4-25: Saddleback College Theatre Webpage Fall 2016
II.C.4-26: Saddleback College Free Summer of Theatre 2016
II.C.4-27: Saddleback College Cinema Television Radio Webpage
II.C.4-28: Saddleback College Newport Beach Film Festival Entries 2015
II.C.4-29: Saddleback College Radio Webpage
II.C.4-30: OCRockRadio Webpage
II.C.4-31: Saddleback College Music Department Webpage
II.C.4-32: Saddleback College Student Ensembles and Performance Groups Webpage
II.C.4-33: One Book, One College Webpage
II.C.4-34: Meet the Author of One Book, One College - Fives and Twenty-Fives
II.C.4-35: One Book, One College Resource Allocation

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. These programs also ensure that students receive timely, useful, and accurate information including graduation and transfer policies. Through the replacement of the Matriculation process with the new SSSP (II.C.1-74), the College has examined all processes and materials related to student progress from application to completion.

Virtual counseling services are available and accessible to all students from any location. To meet the needs of students who are not in the area, the College relies heavily on phone calls for academic and other counseling services. An increased number of counselors are using technologies such as Zoom to communicate with students. For out-of-area students, there is a need for a more standardized approach to student support. Currently, the Counseling Division is looking into a universal counseling platform for counseling services. The platform in use for this pilot is Cranium Café (II.C.5-01). The evaluation of services in Counseling for online 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 College's 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 instruct counseling classes and well as conduct individual appointments, walk-in appointments, group counseling/advisement, workshops, and online advisement (II.C.1-32).

The 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 one hour of training per week with a full-time counselor for the first semester of their employment at the College. In addition, a Friday training institute was created in 2015 to continually train part-time counseling faculty (II.C.5-02). The Counseling Division has a Crisis Intervention Team that works collaboratively with the Student Health Center and campus police to provide updates, in compliance with all related laws, about personal counseling practices and responding to students in crisis (II.C.1-71).

In addition, counselors are highly trained in MAP—an online academic planning tool utilized by all counselors in all departments of student services, which interfaces with ASSIST.org. Any counselor in any department of student services can view student academic plans. This connectivity 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, to read, and even create their own academic plans. Students are encouraged to have all plans reviewed regularly by a College counselor. Usage of MAP has grown dramatically in the past few years, enabling students to feel more confident about graduation and transfer policies. Since fall 2012, a total of 19,368 comprehensive academic plans have been completed using MAP (II.C.5-03). Over that same period of time, College students have created tens of thousands of additional MAPs.

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 AVID's high engagement teaching and learning strategies. AVID for Higher Education is a model for student support and demonstrates the Counseling Services Division's dedication to providing comprehensive, timely, useful, and accurate information. According to the AVID for Higher Education Site Level Student Survey results: In fall 2014 and 2015, a research study conducted by Gibson Consulting Group (II.C.5-04), showed that those students who took courses taught using AVID strategies displayed higher percentages of retention of course content, skills and confidence, and connection to peers and the college when compared to those students who took non-AVID courses. Analogous results were found between fall 2014 and 2015. (II.C.5-05)

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 1) improved their skills and 2) confidence that they will be successful in college. This information implies that instruction emphasizing research-based, student-centered pedagogy matters and resonates with college freshmen (II.C.5-06). Furthermore, when AVID-based content and pedagogy are present and students' confidence levels are higher, students are more likely to make meaningful connections to other students in their classes; 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; behaviors which all indicate higher attachment to the college or university.

Disabled Students Programs and Services

Disabled Student Programs and Services (DSPS) 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 the College (II.C.1-42).

DSPS counselors conduct individual counseling appointments, drop-in appointments, and workshops (II.C.5-07). Special Services classes provide resources for strategies and success.

Newly hired DSPS counselors are trained intradepartmentally in the process for verifying disabilities, providing appropriate education accommodations, and understanding Title 5 regulations (II.C.5-08). 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 as well as support for academic and disability-related challenges.

EOPS/CARE and CalWORKs

The EOPS/CARE and CalWORKs Program provide academic, career, and personal counseling to support student development and success. The Extended Opportunity Program and Services (EOPS) at the College is committed to the 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 (II.C.1-51)."

All EOPS students complete a Comprehensive Educational Plan during their initial semester of the program. This 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 course completion. This plan is not just a list of standard course requirement. The plan is approved, with a signature, by both the counselors and the student. Furthermore, the EOPS/CARE and CalWORKs Program require that all counseling session be documented. This documentation is done through the new Student Informational System (SIS) (II.C.5-10).

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 must have also 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 (II.C-5-11).

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 and CalWORKs part-time counselors to assure that they are trained in the College's EOPS/CARE and CalWORKs policies and procedures. Part-time counselors are also highly encouraged to attend Friday institute counseling training.

In addition, EOPS/CARE and CalWORKs counselors attend CSU, UC, and private university counselors conferences to stay abreast of any changes that are occurring in the universities' admissions policies or articulation agreements. Counselors also attend an annual EOPS conference to assure that they stay up-to-date with any changes that are occurring with EOPS/CARE across the state. All EOPS/CARE counselors are highly trained in the use of MAP. EOPS/CARE and CalWORKs students review their MAP regularly with their EOPS/CARE counselor.

Once admitted into the EOPS/CARE and CalWORKs programs students participate in mandatory EOPS/CARE and CalWORKs orientation (II.C.5-12). 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; the 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)

Under the direction of the Dean of Counseling Services, counseling appointments increased from 30 minutes to 1 hour. This additional time allows counselors to address the needs of students from a more holistic approach (II.C.5-13). In addition, Four full-time counselors were hired effective fall 2015, 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 (II.C.5-14).

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 and e-SARS, and additional online modalities are being explored (II.C.5-15). Counselors are mobile and provide services in high traffic areas, such as the Learning Resource Center and Library and the campus quad.

In an effort to help students make more informed decisions regarding withdrawal, the Talk Before You Drop counseling campaign has scheduled information booths across campus several weeks before the final class drop date (II.C.5-16). MAP Workshops are held each semester; students nearing the criteria for a Comprehensive Plan hold are sent a digital reminder to complete a MAP using Sherpa technology (II.C.5-17). High school seniors participating in Freshman Advantage Fridays receive targeted in-person advisement (II.C.5-18).

Categorical programs provide ongoing, targeted advisement for students participating in DSPS, EOPS, CalWORKs, and S.T.E.P.S. Veteran students also receive additional targeted counseling.

The steps being taken to increase the utilization of advisement includes intrusive advising, where counselors and student success mentors contact students in a variety of ways: Sherpa nudge emails, 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 an improved student portal; each time a student logs in to their portal, they will see where they stand toward SSSP services completion, their units earned, their GPA, prerequisites, and how close they are to completing their intended educational goal (II.C.5-19).

Additional Counseling Services include:

- 60-minute counseling appointments
- Walk-in counseling appointments daily, 8:00 a.m. to 6:45 p.m.
- Online counseling appointments
- Weekly MAP Workshops
- Weekly small group, in-person advisement sessions (provided Saturdays, too)
- Spring semester Freshman Advantage Fridays (22 sessions)
- Week of Workshops (WOW) in August and January for students seeking to enroll last minute for the upcoming semester
- Mobile counseling in divisions, departments, the cafeteria, library, and student quad.

- College counseling appointments at local, feeder high schools in the spring semester, scheduled after the Counseling 100 class.

The probation process at the College consists of intrusive, direct counselor-student contact. In addition, a PB hold is placed on registration for students identified on first-time probation (II.C.5-20). To remove the PB hold, students are required to attend a 90-minute Probation Workshop (II.C.5-21). The workshop helps students identify strategies for improving their academic standing and develop plans for getting off of 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 students stay off probation.

A new proactive process to be implemented in the 2015-2016 academic year will send email messages to students with GPAs between 2.0-2.2 (II.C.5-22). These messages will inform students of the consequences of falling below a 2.0 GPA and provide information on various student success resources (the LRC and other support centers) on campus.

District research monitors an ongoing probation report on College students (II.C.5-23). Using a student identification number, students' progress can be monitored as they work their way off of academic and progress probation.

Students are placed on dismissal after three consecutive semesters (not including summer) of probation (II.C.5-24). Students who are dismissed must take leave for a semester before they are able to submit an appeal for readmission. Once these students return, they are required to meet with a counselor and draft a plan for re-applying. The Academic Appeals Committee meets weekly to review each of the appeals. This committee is led by the dean of admissions, records and enrollment services and the dean of counseling, and is composed of both counseling faculty and instructional faculty.

Transfer Center

Counseling in the Transfer Center is conducted by the transfer center coordinator/counselor and by part-time counselors who are generally trained in counseling as well as specifically trained in (II.C.5-25):

1. Counseling related to transfer
2. Counseling related to the Honors Program
3. Grant-specific counseling for the Bridge to Engineering and Teacher Preparation Pipeline programs

The information provided to students and the policies the Tutoring Center interprets are dynamic and dependent upon a given student's transfer goals and transfer campus. In many cases, the

College's students apply broadly to many campuses and systems, a method which increases their chances for admittance. For this reason, counselors in the Transfer Center must 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 Transfer Center for training and updates (II.C.5-26). The coordinator/counselor also participates in monthly Region 8, Transfer Center, and Articulation meetings (II.C.5-27). 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 (II.C.5-28).

Transfer Center counselors are encouraged to participate in, and have funding available to attend, the annual CSU Counselor Conference, the UC Counselor Conference, the UC Ensuring Transfer Success Conference as well as other campus-specific conferences, such as the CSULB Counselors' Conference and the annual USC Counselor Conference. Transfer Center counselors also take students on tours of local campuses which provide first-hand experiences to share with other students.

New counselors are mentored by 1:1 training with the coordinator/counselor, during which 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—such as webinars, reading materials and websites—for counselors to maintain their knowledge and keep 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, to discuss these issues, and provide resolution and sharing of knowledge (II.C.5-29). Because all counselors cannot attend every professional development opportunity 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 for transfer, 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 and certificates as well as planning for 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 a 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.

VETS

The VETS Program 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, veteran counseling, scholarship and financial aid assistance, a link to the Veterans Student Council, Veterans Outreach, a venue for community-building, and more (II.C.1-90). The VETS Program hosts events aimed at reintegration into civilian and college life. The program has also developed counseling and other support services in an online format based on individual student need. Adjustments and modifications are made often to ensure that student veterans receive timely and accurate online support wherever they may reside.

ANALYSIS AND EVALUATION

The College provides comprehensive services at each step of the students' progress toward their academic goals. Counselors and advisors meet regularly to keep updated on academic requirements, graduation/transfer policies, and other training to ensure student success.

Evidence

- II.C.5-01: Cranium Café Screenshot
- II.C.5-02: Weekly articulation meeting/Friday Training – minutes or documentation
- II.C.5-03: MAP data since 2012
- II.C.5-04: Avid College Completion Project Evaluation Presentation, 02/19/16
- II.C.5-05: AVID FYE Program Results Fall 2014
- II.C.5-06: Counseling Appointments, drop-in appointments, and workshops – schedule
- II.C.5-07: SIS Schedule Screenshot
- II.C.5-08: DSPS New Counselor Training Outline
- II.C.5-09: Completed a minimum of nine semester units
- II.C.5-10: Student orientation information
- II.C.5-11: Where do the students make appointments-online? Information/screenshot
- II.C.5-12: Copy of hiring request
- II.C.5-13: Zoom/SARS screenshots
- II.C.5-14: Talk Before You Drop – flyer
- II.C.5-15: MAP Workshops schedule
- II.C.5-16: Freshman Advantage Program Webpage
- II.C.5-17: New Student Success Dashboard Screenshot
- II.C.5-18: Academic Probation Webpage
- II.C.5-19: Probation Workshops Webpage
- II.C.5-20: Probation Email

- II.C.5-21: District Probation Report
- II.C.5-22: Saddleback College Catalog, Rules and Regulations-
Academic Regulations, pages 32-38
- II.C.5-23: Transfer Center Staff Webpage
- II.C.5-24: Weekly meeting minutes
- II.C.5-25: Region 8, Transfer Center, and Articulation Monthly meetings
- II.C.5-26: Annual Meetings, USC, UCLA and UCI
- II.C.5-27: Counselor Forum, Monthly Meeting
- II.C.5-28: Transfer Center Workshops Webpage
- II.C.5-29: Meeting Minutes
- II.C.5-30: Transfer Fairs
- II.C.5-31: Transfer Center Events Calendar, November 2016

DRAFT

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, Admissions, approved by the Board of Trustees, and consistent to the mission of the College (II.C.6-01; I.A.1-01) (ER 16-05). 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. The College Catalog, available online, outlines admissions criteria (II.C.1-03; II.C.1-05; II.C.6-02; II.C.6-03; II.C.6-04; II.C.6-05) (ER 16-06; ER 16-07; ER 16-08; ER 16-09).

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 health occupations. The Associate of Science in Nursing Degree is an example of a program with specific admissions criteria. Special admissions criteria for this program can be found online and in the College Catalog (II.C.6-06) (ER 16-10).

Counseling Services

Counselors assist students in selecting clear pathways to complete degrees, certificates, and transfer goals through MAP. MAP enables students and 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 online at any time, allowing DE students to stay as informed of 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. Undecided major workshops, career/personal counseling, and additional forms of support assist students who have not yet chosen a major (II.C.6-07; II.C.1-27).

Disabled Students Programs and Services

DSPS counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals. These counselors utilize a variety of resources which include MAP, assessment and development of employment skills, and opportunities for disabled students with academic challenges to consider a variety of exit points that may include noncredit pathways. (II.C.6-08).

EOPS/CARE and CalWORKs

Using My Academic Plan (MAP), EOPS/CARE and CalWORKs counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals. All possible pathways are communicated to a given student during their counseling appointment and then transferred onto the student's MAP (II.C.6-09).

Transfer Center

Counselors in the Transfer Center help students to choose their transfer pathway using ASSIST, MAP and four-year institution websites. Counselors encourage students to complete an AA, AS, AAT or AST degree and CSU, GE or IGETC Certification (as appropriate) prior to transfer and show students how they can best utilize the courses they have already taken toward earning a

degree. This is done through appointments and walk-ins as well as advising tools such as MAP, Associate Degree for Transfer worksheets, and the UC Transfer Pathways website. The College currently offers 19 Associate Degrees for Transfer, and faculty are developing more (II.C.6-10; II.C.6-11; II.C.6-12; II.C.6-13; II.C.6-14; II.C.6-15).

Additional Pathways

The College is actively involved in creating pathways for students whose goals include a degree, certificate, and/or transfer. The College works on and off campus with students to help them meet their goals. Students are provided information about each program in various ways including, print, online, and face-to-face communication.

CTE Pathways

The College provides disclosure information for each of its state-approved Career Technical Education (CTE) certificates. The College 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 program webpages and on the College website, a site which also includes Gainful Employment Disclosure Statements and course requirements (II.C.6-16; II.C.6-17; II.C.6-18).

In 2014, the California Department of Education awarded Orange County Career Pathways partnership (OCCPP) a 15 million dollar California Career Pathways Trust grant. This grant will focus on three primary industry sectors: advanced manufacturing/engineering, healthcare/biotechnology, and information/communication technology/digital media. OCCPP is led by the College and the Orange County Department of Education (OCDE) and is the first countywide consortium to include 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 Pathways Showcase took place, bringing together high school students, college students, and industry 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 (II.C.6-19; II.C.6-20).

CTE Transition

CTE Transitions is a program designed to connect several educational organizations by means of formal articulation agreements. The Carl D. Perkins Career Technical Education Improvement Act (Perkins IV) funds CTE Transitions at the College. The program allows high school and regional occupation program (ROP) students to take college-level courses that articulate with the College. Once the student transfers to the College, they will not be required to repeat courses that have been articulated. Currently, there are 119 articulation agreements, which cover 18 different subject areas, in our regional high schools. Starting in fall 2016, the Career and Technology Education Management Application (CATEMA) system will track students from high school to college or to the workforce. CATEMA provides a web-based program that can track enrollment, student completion, and employment outcomes. Initially, the funding for CATEMA will be made possible by the California State Chancellor's Office (II.C.6-21; II.C.6-22; II.C.6-23).

K-12 Outreach

The College has expanded outreach activities to all high schools in the area, and has created partnerships with Capistrano Unified School District (CUSD), Saddleback Valley Unified

School District (SVUSD), and Laguna Beach Unified School District (LBUSD) (II.C.6-24). The focus on high school partnerships began in 2009 with the creation of the outreach and recruitment position. By 2011, the College had begun developing the High School Partnership Program (HSPP), and in 2013 the College signed a memorandum of understanding with the CUSD and SVUSD (II.C.6-25; II.C.6-26; II.C.6-27; II.C.6-28; II.C.6-29). The HSPP seeks to improve postsecondary performance and increase enrollments by establishing a 360-degree partnership between the College, students, parents/guardians, and high schools that will help students prepare for success after high school. In support of the HSPP, the College participates in the High School Partnership Counsel where all public high schools in South Orange County meet monthly to discuss current issues (II.C.6-30).

Adult Education

Adult Education provides educational opportunities and services to guide adults toward a better quality of life (II.C.6-31). After the passage of AB86, and a year-long assessment, the College, in partnership with SVUSD, took on the administrative role of Adult Education courses in noncredit ESL, citizenship, and high school equivalency (HSE), and noncredit pathways to Career and Technical Education (CTE) (II.C.6-32; II.C.6-33). At that time, the District received \$388,469 to help create the AB 86 South Orange County Regional Consortium, which includes the following colleges and school districts: Saddleback College, Irvine Valley College, 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 workforce investment boards, library literacy programs, Orange County Job Corps, and Orange County Department of Education. Many of the courses offered through the Adult Education program will lead a given student on their path to the College (II.C.6-34; II.C.6-35).

English Professional Learning Council

The English Professional Learning Council (PLC) began an intersegmental program in 2010 by reaching out to colleagues who teach English in area high schools, aligning curriculum, sharing teaching strategies, and working to better prepare high school students for a successful experience at the College. The 2015-2016 PLC project placed the College's English instructors in high school English classes, where they discussed the College's curriculum, matriculation process, and support services designed to assist students in their academic and career pathways (II.C.6-36; II.C.6-37; II.C.6-38; II.C.6-39; II.C.6-40).

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 (II.C.6-41).

As a result of the changes in Economic and Workforce Development (EWD) over the last decade, the College has made a concerted effort to evaluate its role in the region vis-à-vis technological advances, globalization of markets, and demographic changes. A taskforce comprised of faculty, staff, management, and community developed the College's *Economic and Workforce Development Plan 2015-2020* (II.C.6-42). 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 the College's EWD program is that "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 (II.C.6-43).

Pathway to Law School 2+2+3

The 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. This initiative will provide students a pathway to six of California's most prestigious undergraduate universities and their affiliated law schools. The first group of students entered the program during fall 2016 (II.C.6-44).

The Community College Pathway to Law School 2+2+3 Initiative (CCPLSI) is an unprecedented program created to enhance opportunities and advancement in the legal profession for diverse populations, particularly those populations that 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 nontraditional 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 the 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 when they apply to a participating law school.

The following are 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 (II.C.6-45).

The program benefits include:

- 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
- Saddleback College 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 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 (II.C.6-46; II.C.6-47; II.C.6-48).

TPP students receive support in the following areas:

- Academic transfer counseling specifically for teaching pathways
- Assistance with volunteer or internship placement
- Transportation to teaching conferences, university campus tours, and science-related programs

Health Science and Human Services

The Division of Health Science and Human Services at the College is a model of CTE programming, student success, and EWD working together to provide students career opportunities. Faculty mentors advise students on pathways to certificates, degrees, or transfer. The division has created several pathways to ready students for high-demand jobs (II.C.6-49).

In 2013, the College 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 (II.C.6-50). The grant's primary goal is to enhance current allied health career training programs and develop new programs in response to the changing health care industry. Through this grant, the division has 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

Health Information Technology (HIT)

The HIT Program incorporates the disciplines of medicine, management, finance, information technology, and law into one curriculum. Due to 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 changing and growing demands in the health care industry (II.C.6-51).

In 2009, the Health Information Technology for Economic and Clinical Health Act (HITECH) was signed into law. The goal of this new law was to improve healthcare delivery and patient care through Health Information Technology, an online environment. This law caused rapid change in the field and created a void of qualified employees. As a result, in 2010, the College

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 (II.C.6-52). Initially the HIT Program was a part of the Medical Assistant Program and required 56 units to complete. However, in 2014, the HIT Program became a standalone program and reduced the total number of required units to 46 (II.C.6-53). The HIT program entered accreditation candidacy status with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in March 2013, and the program received their accreditation from CAHIIM in October 2015 (II.C.6-54).

Medical Assistant

The Medical Assistant Program prepares students for employment in a physician's office or clinic, insurance billing departments, hospitals or other health care facilities. The curriculum has four tracks or pathways. These pathways include: the 15-unit Occupational Skills Award in Medical Insurance Billing, the 29 Unit Clinical Medical Assistant Certificate Program, the 31.5 Unit Administrative Medical Assistant Certificate Program and finally the 45 Unit Comprehensive Medical Assistant Certificate. The curriculum is designed to provide training in administrative (front office) and clinical (back office) medical assisting skills. Instruction is given in basic medical office procedures (including appointment scheduling, billing, and insurance), assisting with examinations, surgical and laboratory procedures (including venipuncture, pharmacology, and injections), electrocardiography, electronic health records, public relations, supervision, and practice-building techniques. A clinical externship helps provide students the opportunity to apply the skills necessary to enter this field (II.C.6-55).

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. These programs are designed to educate and train students for careers in the treatment of substance use disorders, mental health, and the social services fields. All programs can lead to an associate degree and/or certificate of achievement (II.C.6-56).

The Alcohol and Drug Studies certificate program is accredited by the California Association for Alcohol/Drug Educators (CAADE). Students who complete the Alcohol and Drug Studies track are prepared and eligible to sit for the CATC exam to become a certified alcohol and drug treatment counselor. This certification is required by the State of California for individuals who wish to practice in state-licensed alcohol and drug treatment facilities. The Human Services faculty are dedicated to supporting student academic and career success and providing guidance and support throughout the program. Information on the various pathways are both available online and provided by the faculty (II.C.6-57).

The following are the five Human Services certificate program areas:

- Human Services Generalist (II.C.6-58)
- Alcohol & Drug Studies (II.C.6-59)
- Community-Based Corrections (II.C.6-60)
- Mental Health Worker (II.C.6.61)
- 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 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 College's Human Services Department and the Associated Student Government will sponsor the 26th Annual Red Ribbon Resource and Career Fair on October 26, 2016 (II.C.6-62).

Human Services was recently awarded the Health Resources and Services Administration (HRSA) FY 2016 Behavioral Health Workforce Education and Training for Paraprofessionals and Professionals 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 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 (II.C.6-63).

Nursing Program

The College's Nursing Program is highly successful and is respected both locally and nationally. The Nursing Program is consistently ranked in the top 10 percent of all nursing programs in the United States, and is often in the top five percent. The faculty are dedicated, competent, compassionate, and creative nurses committed to the scholarship of the discipline. The Nursing Program prepares students for entry-level practice in nursing (II.C.6-64; II.C.6-65).

The Nursing Program currently has articulation agreements with nine universities that result in a bachelor's degree in nursing. The College also has agreements with two universities where graduates can continue on their education and obtain a master's degree in nursing (II.C.6-58). In addition, the College offers dual enrollment programs with CSU Fullerton (CSUF) and Vanguard University. Typically, 15 to 20 percent of nursing students are dually enrolled by the time they graduate from the College (II.C.6-66).

2+2+2 is a new program in development. This program provides seamless articulation from high school to the College to CSUF (Irvine Campus) and provides students 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 years, high school students will complete prerequisite classes for the associate degree in nursing. After completing the two-year nursing program at the College, participating students will transfer to CSUF (Irvine) and complete their BSN requirements in the last two years of the program (II.C.6-67).

Emergency Medical Technician

Due to changes in EMT training at the national level, the College's Emergency Medical Technician (EMT) program was modified in 2012 from a 6-unit program to a 12-unit program. An unforeseen consequence of the restructuring of the program was a decline in enrollment. This decline was due to the increase of required 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 percent, which qualifies student to take the National EMS Certification examination (II.C.6-68; II.C.6-69).

ANALYSIS AND EVALUATION

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 the College supports the open access mission of the community college. The College defines and advises students on clear pathways to help facilitate completion of degree, certificate, and transfer requirements. Information on certificates, degrees, and transfer pathways is available to students on the College website and in Counseling Services.

Evidence

- II.C.6-01: BP-5604, Eligibility for Admission (ER 16-05)
- II.C.6-02 CCCApply - Saddleback College Screenshot (ER 16-06)
- II.C.6-03 How to Register for Classes Webpage (ER 16-07)
- II.C.6-04: Who's Who in Student Services Webpage (ER 16-08)
- II.C.6-05: A & R Job Descriptions (ER 16-09)
- II.C.6-06: College Catalog, Nursing 2016-17 pages 141-143 (ER 16-10)
- II.C.6-07: Academic Counseling Webpage
- II.C.6-08: Academic Accommodations Plan
- II.C.6-09: EOPS Counseling Webpage
- II.C.6-10: Transfer Planning Webpage
- II.C.6-11: Transfer Center TAG Checklist
- II.C.6-12: Transferring to a UC in Fall 2017 Checklist
- II.C.6-13: Transferring to a CSU in Fall 2017 Checklist
- II.C.6-14: Articulation Webpage
- II.C.6-15: Advisement Information for Transfer Majors Webpage
- II.C.6-16: Career Technical Education (CTE) Webpage
- II.C.6-17: CTE Programs Webpage
- II.C.6-18: Gainful Employment Disclosure Architectural Drafting
- II.C.6-19: OC Pathways
- II.C.6-20: OC Pathways-Our Partners
- II.C.6-21: CTE Transitions Webpage
- II.C.6-22: Transitions Process for Students
- II.C.6-23: Career And Technology Education Management Application (CATEMA)
- II.C.6-24: Outreach Webpage
- II.C.6-25: High School Partnership Program Webpage
- II.C.6-26: High School Partnership Program – CUSD
- II.C.6-27: High School Partnership Program - CUSD – MOU
- II.C.6-28: High School Partnership Program – SVUSD
- II.C.6-29: High School Partnership Program – SVUSD – MOU
- II.C.6-30: High School Partnership Counsel Minutes
- II.C.6-31: Adult Education Webpage
- II.C.6-32: High School Equivalency (HSE) Webpage

II.C.6-33: Career Technical Education (CTE) Webpage
II.C.6-34: Regional Initiatives Webpage
II.C.6-35: South Orange County Regional Consortium
II.C.6-36: PLC Presentation: English at Saddleback College Spring 2016
II.C.6-37: PLC: Saddleback College High School Visits Spring 2016
II.C.6-38: PLC: Classroom Visits: An Orientation for Participating Faculty
II.C.6-39: PLC: Meeting Agendas
II.C.6-40: PLC Data
II.C.6-41: Economic and Workforce Development Webpage
II.C.6-42: Economic and Workforce Development Plan 2011-2020
II.C.6-43: EWDBS 2016 Administrative Unit Review
II.C.6-44: Community College Pathway to Law School Webpage
II.C.6-45: Pathway to Law School Fall 2016
II.C.6-46: Teacher Preparation Program (TPP) Webpage
II.C.6-47: What's Up Wednesday_ Workshop (It's a Good Time to be an Educator) Webpage
II.C.6-48: Road to Teaching Conference Registration
II.C.6-49: Health Sciences and Human Services Webpage
II.C.6-50: TAACCCT Grant Initiative - Fast Track to Success Webpage
II.C.6-51: Health Information Technology Webpage
II.C.6-52: American Recovery and Reinvestment Act of 2009, Health Information
Technology Extension Program
II.C.6-53: Health Information Technology Program Road Map
II.C.6-54: CAHIIM Accreditation
II.C.6-55: Medical Assistant
II.C.6-56: Human Services Webpage
II.C.6-57: CATC Exam Application and Approval Procedure CAADE
II.C.6-58: Human Services Generalist Roadmap
II.C.6-59: Alcohol & Drug Studies Roadmap
II.C.6-60: Community-Based Corrections Roadmap
II.C.6-61: Mental Health Worker Roadmap
II.C.6-62: 26th Annual Red Ribbon Resource and Career Fair
II.C.6-63: Behavioral Health Workforce Education and Training for Paraprofessionals and
Professionals Award 2016
II.C.6-64: Nursing Program Webpage
II.C.6-65: Nursing Program Rank 2014-2015
II.C.6-66: Saddleback College's Plan for Bridging the ADN to BSN
II.C.6-67: 2+2+2 High School to RN to BSN
II.C.6-68: Emergency Medical Technician Webpage
II.C.6-69: Emergency Medical Technician Program Information

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 BP 5604 (II.C.7-01), Admissions, 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, the College does not offer a fully online degree program, so no separate measures are used in admissions for online students (II.C.1-02).

In March 2016, Matriculation began using the NCTA to administer assessment tests to students in remote areas (150-mile radius from the college), a process that enables students to take assessment tests without coming to the college (II.C.7-02; II.C.7-03; II.C.7-04). As of fall 2016, approximately 40 students have used this service. Students can learn about this option by contacting the Matriculation Office by phone or email.

The majority of students apply to the College using the (CCCApply). Paper applications are also available upon request from the Office of Admissions and Records.

The application complies with legal and practical reporting requirements for the gathering of student demographic information. Since contracting with CCCApply, the application has been modified to capture relevant data, such as veteran information. Bilingual support is offered by phone, by email, 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.

As a part of the enrollment process, new students are assessed for placement in English, mathematics, reading, and/or ESL. For students with previous math and English coursework from another accredited college or university, a request for alternative evidence evaluation may be submitted to the Matriculation Office for math and English placement. Resultant placement, be it via alternative evidence evaluation or assessment testing, satisfies completion of the initial basic skills assessment requirement of the matriculation process. Math and English assessment testing is offered year-round in the Matriculation Office on a walk-in basis or by appointment in an electronic format. Additionally, math and English assessment testing is offered off-campus to all area high schools in a proctored paper-pencil format at least once a year. Assessment testing for ESL placement is administered in a proctored paper-pencil format and offered by appointment. The College uses MDTP for math placement (II.C.7-05), CELSA for ESL placement (II.C.7-06), and CTEP for English and reading placement (II.C.7-07). Beginning in 2014, in preparation for a computerized common assessment, the College's English Department and OPRA conducted an internal validation to begin using a computerized version of CTEP for English and reading course placement. The transition to CTEP was relatively seamless since it was already being used within the District, as CTEP was the placement test IVC English faculty had previously validated. Third-party providers designed all of the College's test instruments. (II.C.7-06)

The College uses only state-approved assessment 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 OPRA (II.C.7-08). All tests use multiple measures that are conducted through a student survey during the assessment sessions for English, reading, math, and ESL placement. Designated questions are weighted within the survey to emphasize assessment areas that have been identified as important to student success. The raw score plus the weighted scores are used to determine placement. These measures are incorporated into all placements electronically.

The College is a pilot school for statewide Multiple Measures Assessment Project (MMAAP) (II.C.7-09) and has begun the conversation to use high school transcripts for initial placement for incoming freshmen from local area feeder high schools. For this effort, overall grades from sophomore and junior year will be analyzed. Using the statewide multiple measures branching tree for placement will benefit first-time college students for whom Cal-Pass Plus data is available. The Common Assessment exam would then become the challenge option for this cohort of incoming freshmen. 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 math and English 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 assessment test results from Adult Education Programs. The Saddleback College campus community eagerly awaits the new Common Assessment.

Re-test policies are explained verbally and provided in document format to every student upon completion of assessment testing for English, reading, mathematics, and/or ESL placement. Re-test policies are also posted on the Matriculation website (II.C.7-10). Students may retest every three months. For math placement, if attempting a different level MDTP assessment test, students may retest after a 24-hour wait period. Senior Matriculation Specialists meet with English, Reading, Math and ESL Department Chairs to discuss retest policies regularly.

A ten-question student survey is included in both the assessment exam for ESL placement and in the battery of assessment exams for English, reading, and math placement (II.C.7-11). Each area has two to four questions that add additional points to the student's raw test scores. As an MMAAP pilot school for the statewide Common Assessment Initiative, Saddleback College administered over 2,000 grit or self-efficacy surveys to fall 2015 students during the assessment process (II.C.7-12). A student's grit score is the number on the grit scale that indicates perseverance and passion for long-term goals. A comparison was made between a student's grit score to their actual class completion. Fall 2015 data was inconclusive, however, Saddleback College will further explore grit score as being a possible indicator for success (II.C.7-13). The hypothesis is that a student's grit score will be one predictor of student success in the classroom. This type of student information combined with predictive analytics will help Saddleback College provide more intrusive counseling to students at risk. The idea of helping students before they get into academic trouble is exciting and will benefit a large number of students.

In spring 2014, the English Department and OPRA conducted a validation on the CTEP Assessment instrument (II.C.7-14). These reports are kept on file in the SSSP/Matriculation Office and the District Research and Planning Office. Reports were prepared by the English Department chair and the district researcher.

Steps that are being taken to increase the availability of assessment testing to help meet the needs of students include offering more evening and Saturday testing sessions. For first-time college students who are out of state, off-campus NCTA proctored assessment testing is available. The most significant effort to provide greater access, however, will be the forthcoming opportunity to direct potential distance education learners to a local California Community College in their region where they will be able to take the Common Assessment (II.C.7-15).

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 workgroup for the Undecided Major Fair effort will be spearheaded by faculty from the Saddleback College Division of Counseling Services in collaboration with instructional faculty and staff from various departments (II.C.7-16).

English Composition Appeal Process

Students who receive a recommended placement for a basic-skills writing course from the initial assessment test, and wish to be considered for placement into college-level writing, may attempt the Writing Sample Appeal in place of waiting to retest. During the Writing Sample Appeal, students write an essay based on a prompt and passage provided by the English Department and administered 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 Appeal sessions are available in the Matriculation Office (Village 8-5) and online. (II.C.7-17).

Mathematics Appeal Process

A student who seeks placement in a higher-level mathematics course than resulted from the assessment test is referred by the Matriculation Office for an Appeal Petition in the Mathematics, Science, and Engineering Division Office (SM 334) (II.C.7-19).

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 assessment test. Those seeking enrollment in MATH 205 or 253 must complete either the level 2 or level 3 mathematics assessment test. Students who wish to enroll in MATH 7, 8, 10, 11, 112 or 124 must complete the level 3 assessment test. Students must complete the level 4 mathematics assessment test for all higher-level math courses, MATH 2 and MATH 3A.

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).

Common Assessment Initiative (CAI)

The College is currently a grant partner in year three of a five-year statewide grant for the CAI (II.C.7-19; II.C.7-20). This grant will total approximately four million dollars over those five years. With a primary focus on professional development for the CAI, the College's 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 College team members (including faculty, staff, researchers and administrators) and the College grants office. Furthermore, over the past three years, the College's team has remained responsive to the project plan and needs of the state's colleges while engaging with other grant partners from Butte College, Cal-Pass Plus, and Educational Results Partnership to update, assess and evaluate outcomes for the Common Assessment Initiative Grant. 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 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 as well as 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 the College, including department chairs, matriculation and assessment staff, faculty, and administrators. The MMAP ties directly 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 College team members which emphasize the College's 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 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 as well as comparisons for placement with the former test and multiple measures. These studies of student outcomes, conversations and acts of collaboration led to many changes in 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 Level Up Basic Skills and Student Outcomes Transformational Basic Skills Grant, for which Saddleback was awarded 1.5 million dollars.

ANALYSIS AND EVALUATION

The College admissions and placement policies and practices are tied to Board Policies and

Regulations and California Community College Chancellor's Office reviews. The College complies with the standards for admission required by California Education Code, Title 5. The admission application is free and may be submitted electronically using the online application system, in-person, or via postal mail using the paper application form. The College regularly establishes the effectiveness of placement instruments via rigorous validation studies, and ensures that issues of effectiveness, consistency, and potential for bias are addressed.

Evidence

- II.C.7-01: BP 5604, Eligibility for Admission
- II.C.7-02: Matriculation Process Webpage
- II.C.7-03: NCTA Screenshot
- II.C.7-04: Assessment Testing Webpage
- II.C.7-05: MDTP – Math Placement & Assessment Chart
- II.C.7-06: CELSA example/screenshot
- II.C.7-07: CTEP example/screenshot
- II.C.7-08: Validation study – example
- II.C.7-09: Pilot – multiple measures- information
- II.C.7-10: Placement Appeals & Challenges Webpage
- II.C.7-11: 10 Question Student Survey
- II.C.7-12: Survey
- II.C.7-13: Fall 2015 Grades
- II.C.7-14: Validation on the CTEP Assessment instrument
- II.C.7-15: Assessment Schedule October 2016
- II.C.7-16: Undecided Major Workshops/Fairs
- II.C.7-17: English Writing Appeals Webpage
- II.C.7-18: Mathematics Appeal Process
- II.C.7-19: CAI Overview
- II.C.7-20: CAI

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 BP 5615, Student Records, Compliance with Family Educational Rights and Privacy ACT (FERPA) (II.C.8-01). In the Admission and Records Office, student records (for example, residency reclassification and academic petitions) are maintained permanently and securely in fireproof filing cabinets. These documents are also scanned and are purged according to retention requirements for class three disposable records. In addition, electronic student records are secured via the ImageNow (II.C.8-02) and MySite systems (II.C.8-03). 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 copies of College student 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 (II.C.1-01) are imaged on site using ImageNow. Employees gain access through the use 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 this server is backed up on a nightly basis. During 2012-2014, 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 numbers to protect their privacy and the security of their Social Security numbers. A student may change his/her password by selecting "Forgot My Pin" (II.C.8-04) in the MySite landing page. The student then enters a Username or Student ID number. The Student is then prompted to answer the Secret Question he/she created. If the answer is correct, the student may enter a new Pin Number. Students can access their 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 Admissions and Records Office. The College adheres to strict confidentiality standards, Title 5 and the Family Educational Rights and Privacy Act of 1974 (FERPA). Furthermore, all student services offices follow state and District mandates. The College publishes information on the requirements for the release of student records in the College Catalog, and in multiple places on the College website (II.C.8-05; II.C.8-06; II.C.8-07; II.C.8-08). The release of student records is in accordance with FERPA and District guidelines. Staff members participate in 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.

ANALYSIS AND EVALUATION

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, et al. Students can access their own records via MySite; using their unique ID and password, students can gain access to 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.

Evidence

- II.C.8-01: BP 5615 Student Records, Compliance with Family Educational Rights and Privacy ACT (FERPA)
- II.C.8-02: Image Now Screenshot
- II.C.8-03: MySite Landing Page
- II.C.8-04: MySite Forget My Pin
- II.C.8-05: College Catalog, Rules and Regulations
- II.C.8-06: A & R, Transcripts Webpage
- II.C.8-07: Information for Parents-FERPA
- II.C.8-08: Student Consumer Information-FERPA

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).

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.

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 (III.A.1-01), part-time faculty (III.A.1-02), classified staff (III.A.1-03), and administrators and managers (III.A.1-04). 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 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 (III.A.1-05) and reflect the job duties outlined in Board Policy 4309, Duties and Responsibilities of the Faculty (III.A.1-06).

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 (III.A.1-07). 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 (III.A.1-08). The district’s Equal Employment Opportunity Plan serves as a recruiting guide (III.A.1-09). 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 (III.A.1-10).

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 (III.A.1-01), and a college process to develop faculty position prioritization recommendations is consistently applied. Each year the college develops a list of faculty positions to be filled through a defined process established by the Academic Senate (III.A.1-11). 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 announce 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 if required. 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 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

Administrative Regulation 4225 defines the recruitment and hiring policy for part-time faculty. 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 (III.A.1-12)(III.A.1-13). 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 (III.A.1-14). 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 through 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 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 classified hiring 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 (III.A.1-07) (III.A.1-15).

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.

The recruitment and hiring process for College administrators and managers is set forth in Board Policy 4011, Employment Procedures for Administrators and Managers (III.A.1-04). 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 three finalists are forwarded to the president for a second-level interview. The president typically conducts the second-level interview with a vice president and/or the committee chair 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.

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, 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) (III.A.2-01). The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (III.A.2-02). 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 (III.A.2-03). Equivalency policies are detailed in Board Policy 4011.1 (III.A.2-04).

Job descriptions for faculty positions are developed in accordance with Administrative Regulation 4011.1, Recruitment: Full-Time Faculty (III.A.2-05) and reflect the job duties outlined in Board Policy 4309, Duties and Responsibilities of the Faculty (III.A.2-06), 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 faculty discipline experts.

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.

ANALYSIS AND EVALUATION

Saddleback College has been successful in hiring and retaining highly qualified faculty, and the college meets Eligibility Requirement 14, 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. 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 (III.A.2-07).
1. 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 positions, applicants must meet the minimum qualifications or the equivalent as described in the position announcement, defined by the California Code of Regulations, Title 5, Section 53420, and published by the Board of Governors of the California Community Colleges in the document, "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (III.A.3-01). 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 4011.3 requires the OHR to verify a prospective employee's educational or professional certification, experience, or any other prerequisites for employment (III.A.3-02).

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, including desired qualifications, and adheres to established processes to ensure that only the most highly qualified individuals are hired.

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.

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 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.

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.

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 (III.A.5-01).

Evaluation procedures for probationary (tenure-track), tenured, and part-time faculty members are defined in the 2015-2018 Academic Employee Master Agreement (III.A.5-02).

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 (III.A.5-03). 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" (III.A.5-4). 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 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. 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 (III.A.5-05).

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. Evaluators 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 faculty 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.

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 (III.A.5-06). 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 (III.A.5-07).

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 (III.A.5-08).

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.

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) (III.A.5-09). 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 (III.A.5-10) (III.A.5-11). 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 (III.A.5-12). 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 are in place to ensure evaluations are conducted by the employee's immediate supervisor on a regular basis as identified in the board policy, administrative regulation, or employee contract. 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 (III.A.5-13), and evaluation training has been provided in numerous sessions at College Management Team meetings and at District Administrators and Managers meetings (III.A.5-14). The College is collaborating with the OHR to refine and execute an improved process for tracking all evaluations to ensure they are conducted at stated intervals.

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.

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 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 (III.A.6-01). 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 the student learning process and are involved in the development and assessment of either Student Learning Outcomes (SLOs) or Administrative Unit Outcomes (AUOs). Administrators and managers 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 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 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.

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. (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 (III.A.7-01).

It is generally recognized campus wide that a robust team of full-time faculty is 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 (III.A.7-01) (III.A.7-02). College data show that from 2010 to spring 2016, full-time equivalent faculty have increased 15.5 percent, classified staffing increased 3.2 percent, and administrative and management staffing 16.3 percent (III.A.7-03). In this same time period, student enrollment was relatively unchanged (III.A.7-04). While some of the new classified and management positions were categorically-funded, the creation of these positions has enabled the college to meet 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. The college's class schedule shows the faculty responsible for each class (III.A.7-05).

ANALYSIS AND EVALUATION

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.

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. The college meets Eligibility Requirement 14, Faculty.

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.

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, academic calendar, and the faculty employment agreement (III.A.8-01).

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. For the past two years, a stipend was provided for all part-time faculty who attended this dinner, and this has greatly increased participation in the event (III.A.8-02).

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 (III.A.8-03). 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 (III.A.8-04). This oversight, 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 or office hours 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.

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. (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.

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, and a listing of all staff is also available (III.A.9-01); 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 and meets Eligibility Requirement 8, Administrative Capacity. 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 appears slow, the college and OHR are collaborating to implement a pilot process to improve these processes.

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. (ER 8)

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 (III.A.10-01). An organizational chart is also available (III.A.10-02).

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 (III.A.10-03).

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 and meets Eligibility Requirement 8, Administrative Capacity. 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.

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.

EVIDENCE OF MEETING THE STANDARD

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 (III.A.11-01). 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 (III.A.11-02). 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. 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 the capacity of EEO representative on hiring committees (III.A.11-03).

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 (III.A.11-04)
- Classified Staff – CSEA Contract, July 1, 2012 – June 30, 2015 (III.A.11-05)
- Police Officers – Police Officers Association Master Agreement, July 1, 2012 – June 30, 2015 (III.A.11-06)

Grievance procedures, which deal with contract violations, are defined under the individual employee agreements. 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 (III.A.11-07). An Unlawful Discrimination Complaint Form is also available on the website.

Questions about existing policies and regulations can be referred to appropriate administrator for clarification 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 (III.A.11-08), 4000.5 (III.A.11-09) (III.A.11-10), and 4000.6 (III.A.11-11). 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 policies 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.

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.

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 (III.A.12-01).

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 (III.A.12-02). 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 (III.A.12-03). 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 (III.A.12-04) (III.A.12-05).

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” (III.A.12-06).

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 (III.A.12-07). The student clubs that foster appreciation of different cultural experiences include Appreciation of Pilipino American Culture (APAC), the Black Student Union, the Campus Crusade for Christ, the Christian Students Club, the Gay & Straight Alliance, the German Club, the Latin American Film Club, Latter-Day Saint Students, and the Muslim Student Union (III.A.12-08). Through the efforts of the International Student Program Office, the College makes every effort to integrate the international student population into campus life (III.A.12-09).

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 (III.A.12-10).

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.

III.A.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 (III.A.13-01). 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 (III.A.13-02). All designated employees must abide by Administrative Regulation 4000.9, Conflict of Interest Code (III.A.13-03), 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 (III.A.13-04)
- Faculty are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards (III.A.13-05)
- Classified staff are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics (III.A.13-06)
- The Police Officers are expected to abide by the Law Enforcement Code of Ethics Statement (III.A.13-07)

- 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 (III.A.13-08)

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.

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 (III.A.13-09) (III.A.13-10) (III.A.13-11). In addition, the College has reinforced the expectation of ethical behavior through dialogue resulting in the joint “Statement of Mutual Respect and Collegial Behavior” and “Interpersonal Conflict Resolution Recommendation.” (III.A.13-12)

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, and learning needs. The institution systematically evaluates professional 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 (III.A.14-01) (III.A.14-02).

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 (III.A.14-03). 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 through 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 (III.A.14-04) (III.A.14-05). 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 (III.A.14-06).

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.

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 (III.A.14-07). Currently, funding supports up to \$1,200 for full-time faculty and \$600 for part-time faculty (III.A.14-08). 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 (III.A.14-09). The sabbatical is intended for the professional enhancement of the faculty member, which shall 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 the Academic Employee Master Agreement (III.A.14-05), 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 (III.A.14-10).

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 (III.A.14-11), 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 academic administrators have a modest budget for professional development within their areas as well. A Staff Development Committee of the Classified Senate manages a professional development fund and allocates funding on a proposal basis, (III.A.14-12). 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 (III.A.14-13).

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 (III.A.14-14), technology training via Lynda.com, and online training videos, job aids, and instruction manuals (III.A.14-15) (III.A.14-16). 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 (III.A.14-17). 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 (III.A.14-18).

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 (III.A.14-19) (III.A.14-20) (III.A.14-21).

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 (III.A.14-22). 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 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 (III.A.14-04).

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.

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 (III.A.15-01). 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 (III.A.15-02) and Administrative Regulations 3310 (III.A.15-03) explain the process for retaining and destroying records, as described in the Records Retention Manual (III.A.15-04). 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

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.

Evidence List

III.A.1

III.A.1-01 BP 4011.1, Recruitment: Full-Time Faculty Hiring.pdf

III.A.1-02 AR 4225, Recruitment: Part-time Faculty.pdf

III.A.1-03 BP 4011.3, Hiring Policy for Classified Staff.pdf

III.A.1-04 BP 4011, Employee Procedures for Administrators and Managers.pdf

III.A.1-05 AR 4011.1, Recruitment: Full-Time Faculty.pdf

III.A.1-06 BP 4309, Duties and Responsibilities of Faculty.pdf

III.A.1-07 Discipline List of Minimum Qualifications Handbook for 2014.pdf

III.A.1-08 Advertising Procedures.pdf

III.A.1-09 EEO Plan 2016-2019.pdf

III.A.1-10 EEO Training Certification.pdf

III.A.1-11 Full-Time Faculty Hiring Prioritization Committee Procedures

III.A.1-12 Classified Hiring Process.pdf

III.A.1-13 Exceptions to the Hiring Policy for Classified Staff.pdf

III.A.1-14 Classified Staff Recruitment Pilot Project.pdf

III.A.1-15 Title 5, Sections 53400-53430.pdf

III.A.2

III.A.2-01 Title 5, Sections 53400-53430.pdf

III.A.2-02 Discipline List of Minimum Qualifications Handbook for 2014.pdf

III.A.2-03 California Education Code 87359.pdf
III.A.2-04 BP 4011.1, Recruitment: Full-Time Faculty Hiring.pdf
III.A.2-05 AR 4011.1, Recruitment: Full-Time Faculty.pdf
III.A.2-06 BP 4309, Duties and Responsibilities of the Faculty.pdf (ER14-1)
III.A.2-07 Saddleback College Employment Data.pdf

III.A.3

III.A.3-01 Discipline List of Minimum Qualifications Handbook for 2014.pdf
III.A.3-02 BP 4011.3, Hiring Policy for Classified Staff.pdf

III.A.4

NONE

III.A.5

III.A.5-01 Academic Employee Master Agreement 2015 - 2018.pdf
III.A.5-02 Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 42-49.pdf
III.A.5-03 Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 43.pdf
III.A.5-04 Academic Employee Master Agreement, 2015-2018, Article XVII, SECTION II, pg. 47-49.pdf
III.A.5-05 Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 49-51.pdf
III.A.5-06 CSEA Contract 2015-2018.pdf
III.A.5-07 New Evaluation Reports for Employees.pdf
III.A.5-08 Classified Staff Evaluation Form.pdf
III.A.5-09 POA Contract 2012-2015.pdf
III.A.5-10 BP 4090, Evaluation of Administrators/Classified Management Employees.pdf
III.A.5-11 Administrative Regulation 4090.pdf
III.A.5-12 FRISK Manual Cover.pdf
III.A.5-13 Human Resources Performance Evaluator Training.pdf
III.A.5-14 The Performance Management Process.pdf

III.A.6

III.A.6-01 Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 42-49.pdf

III.A.7

III.A.7-01 Full Time Faculty Obligation Memo 2015.pdf
III.A.7-02 Full Time Faculty Obligation Data.pdf
III.A.7-03 Faculty Roster (ONLY INCLUDES FULL-TIME, NEEDS UPDATING) (ER14-2)
III.A.7-04 Headcount and FTES (6 Years).pdf
III.A.7-05 Class Schedule (ER14-3)

III.A.8

III.A.8-01 Part Time Faculty New Hire Orientation.pdf

III.A.8-02 Part-Time Faculty Dinner Attendees Fall 2016.pdf

III.A.8-03 Faculty Development Funding.pdf

III.A.8-04 BP 4310, Duties and Responsibilities of the Department/Academic Chair.pdf

III.A.9

III.A.9-01 Active Employees List (ER8-1)

III.A.10

III.A.10-01 Students per Administrator.pdf

III.A.10-02 Organizational Chart (ER8-2)

III.A.10-03 Chronicles of Higher Education Article

III.A.11

III.A.11-01 MySite.pdf

III.A.11-02 Classified Staff EEO Representative Guidelines.pdf

III.A.11-03 Academic Employee Master Agreement 2015 - 2018.pdf

III.A.11-04 CSEA Contract 2015-2018.pdf

III.A.11-05 POA Contract 2012-2015.pdf

III.A.11-06 Harassment Policy and Complaint Procedure Booklet.pdf

III.A.11-07 BP 4000.4, Equal Employment Opportunity.pdf

III.A.11-08 BP 4000.5, Harassment and Discrimination Prevention and Complaint Procedures.pdf

III.A.11-09 AR 4000.5, Harassment and Discrimination Prevention and Complaint Procedures.pdf

III.A.12-10 BP 4000.6, Human Resources Complaints Harassment & Discrimination.pdf

III.A.12

III.A.12-01 BP 4010, Commitment to Diversity.pdf

III.A.12-02 SOCCCD-HR-EEO-MANUAL-2016-2019.pdf

III.A.12-03 SOCCCD Equal Employment Opportunity Statement

III.A.12-04 Workforce Analysis 2014-2015

III.A.12-05 Applicant Pool 2014-2015

III.A.12-06 Statement of Mutual Respect and Collegial Behavior.pdf

III.A.12-07 Grants and Contracts.pdf

III.A.12-08 ASG Clubs.pdf

III.A.12-09 International Student Program.pdf

III.A.12-10 Student Equity Plan 2014.pdf

III.A.13

- III.A.13-01 BP 110, Code of Ethics – Standards of Practice.pdf
- III.A.13-02 BP 154, Conflict of Interest.pdf
- III.A.13-03 AR 154, Conflict of Interest.pdf
- III.A.13-04 Administrator and Manager Code of Ethics.pdf
- III.A.13-05 Faculty Code of Ethics and Professional Standards.pdf
- III.A.13-06 CSEA Ethics Statement.pdf
- III.A.13-07 POA Statement of Ethics.pdf
- III.A.13-08 ASG Bylaws 2015-2016.pdf
- III.A.13-09 BP 112, Duties and Responsibilities of the Board of Trustees.pdf
- III.A.13-10 BP 2100.1, Delegation of Authority to the Academic Senate.pdf
- III.A.13-11 BP 2100.2, Role and Scope of Authority of the Academic Senates.pdf
- III.A.14-12 Interpersonal Conflict Resolution Recommendations.pdf

III.A.14

- III.A.14-01 Statement of Mutual Respect and Collegial Behavior.pdf
- III.A.14-02 Saddleback College Mission Vision and Values Statement.pdf
- III.A.14-03 Academic Senate's Faculty Development Flex Committee.pdf
- III.A.14-04 Full Time Faculty PD Hours.pdf
- III.A.14-05 Academic Employee Master Agreement, 2015-2018, Article XIV, pg. 23-25.pdf
- III.A.14-06 Individual Activity Flex Report Form.pdf
- III.A.14-07 Academic Senate Faculty Development Funding Committee.pdf
- III.A.14-08 Faculty Development Funding.pdf
- III.A.14-09 Academic Master Agreement, 2010-2014, Article XXVI, p.57.pdf
- III.A.14-10 FRISK Manual Cover.pdf
- III.A.14-11 Spring 2016 Flex Program.pdf
- III.A.14-12 Classified Senate Staff Development Fund Request.pdf
- III.A.14-13 PD Survey Results for Classified Staff.pdf
- III.A.14-14 Safety Videos and Information.pdf
- III.A.14-15 Evidence Workday Training Site.pdf
- III.A.14-16 College Administrative Services (CAS) Guide for Saddleback College.pdf
- III.A.14-17 BP/AR 4111 Leaves for Administrators and Classified Management
- III.A.14-18 Classified Staff PD Evaluation Form.pdf
- III.A.14-19 PD Survey Results for Administrators & Managers.pdf
- III.A.14-20 PD Survey Results, Classified Staff.pdf
- III.A.14-21 PD Survey Results for Full-Time Faculty.pdf
- III.A.14-22 Workday Account Summary.pdf

III.A.15

- III.A.15-01 Administrative Regulations 2210 HIPAA/CMIA Privacy Policy.pdf

III.A.15-02 BP 3310, Records Retention and Destruction.pdf
III.A.15-03 AR 3310, Records Retention and Destruction.pdf
III.A.15-04 Records Retention Manual.pdf

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 activities to ensure safe and sufficient facilities in all locations where it offers courses, programs, and student support services. This includes regular assessment and evaluation of facilities and the allocation of resources when needed. The processes used by the College and District Services to evaluate the sufficiency and safety of its facilities for renovations, relocations, and the building of new facilities are based upon established criteria and include extensive research, consultation, and dialogue within the appropriate committees. Moreover, the College integrates college wide facility needs and safety concerns into its planning processes including the College Strategic Plan (III.B.1-01) the Educational and Facilities Master Plan (EFMP) (III.B.1-02), and the Five-Year Construction Plan (III.B.1-03).

The EFMP, which was last completed in 2011 and is scheduled to be updated starting in 2017, provides a blueprint for the College and District through 2031 and serves as the basis for facility expansion and modification decisions and the implementation of expenditures provided to improve facilities. The EFMP includes five-, 10-, and 20-year time horizons. Each year, a Five-Year Construction Plan, derived from the EFMP, is updated and submitted to the CCC Chancellor's Office. This prioritized list of projects for the entire district is developed by the district Facilities Planning Office with input from the presidents of both colleges. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan identifies the College's scheduled maintenance, renovations, and capital projects. These plans are discussed more fully in III.B.2 below.

Facilities planning is integrated into the districtwide and college strategic planning processes. The College participates in the District-Wide Strategic Planning Council whose purpose is to coordinate all district-wide planning (III.B.1-04). The college's Six Year Strategic Plan process was informed by various data sources (III.B.1-01) including the Facilities Maintenance and Operations Department Administrative Unit Reviews (AUR) (III.B.1-05) and safety inspection reports as commissioned by the Facilities Maintenance and Operations (FMO) management team (III.B.1-06). The Facilities Condition Assessment report of 2015 (III.B.1-07) was a result of an integrated planning process to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

The Facilities, Maintenance, and Operations Department (FMO) at Saddleback College regularly reviews these plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities. The plans provide direction to guide development of physical resources to accommodate student enrollment and student use of facilities for all the College's educational programs. For example, in 2014 the college created 613 temporary parking spaces to address the college community need for additional student parking.

Since the last accreditation self-evaluation, the District and College have invested significant resources into campus buildings. A new \$68M state of the art sciences building opened in fall 2016; an extensive renovation of a temporary classroom cluster known as "The Village," was

completed; and a new Automotive Technology/Transportation building opened in 2016. Since 2010, \$134 M has been allocated to Saddleback College for facilities upgrades through the basic aid allocation process (III.B.1-08).

The FMO Department is also responsible for the maintenance of all campus facilities to ensure compliance with District and College plans, to ensure a safe, secure, clean, and accessible environment that is compliant with all state and federal regulations, and to provide adequate maintenance of campus grounds. FMO implements scheduled maintenance and inspection checks of College facilities and equipment, including security checks. The senior director of facilities is responsible for overseeing the work of the FMO Department, and staff are scheduled to work both day and night shifts, and as needed based on issues that may arise. The College has an evening and weekend administrator program (III.B.1-09) through which administrators and deans alternate serving as the point person during these times in order to address potential problems, perform safety checks, and document and report facility concerns.

The College meets its facilities needs by assessing usage data and conducting evaluations and surveys to ensure the maintenance and safety of all campus buildings. Critical to this success are the monthly reports generated by the Advanced Maintenance Management System (AMMS) (III.B.1-10). The AMMS program allows users to track safety issues and emergency repair work. The user can track work that is performed in each building, who performed the work, and the duration of the project. The AMMS system can also help determine how timely work requests are completed and electronically maintains all records of past work orders. This information is useful in planning work schedules and evaluating staffing requirements.

The senior director of facilities 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 at the College. Complaints received are reviewed 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. In addition, through the program review (PR) and administrative unit review (AUR) processes, described in I.x.xx above, each instructional program and student support and administrative unit selects and prioritizes new needs to be supported through the resource allocation process. This includes funding for new facilities, equipment, and technology. In addition, the FMO department receives an automatic annual allocation for equipment replacement.

Regular assessment and evaluation of College facilities is done through the Facilities Maintenance and Operations Department administrative unit review (AUR) (III.B.1-05), safety inspection reports as commissioned by the Facilities Maintenance and Operations (FMO) management team (III.B.1-06), and the Facilities Condition Assessment report of 2016 (III.B.1-07), which serves to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

In May 2016, Saddleback College received the Facility Condition Assessment Report (FCA) (III.B.1-07). 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. The FCA report has been integrated and incorporated into a School Dude planning module which houses a 20-Year Facility, Renovation, and Scheduled Maintenance Plan to identify project priorities and can be updated by the college as needed (III.B.1-11).

The Office of Instruction selects off-site facilities with input from division deans and is responsible for ensuring that these 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 verify that it is suitable, meets student and instructor needs, and is safe.

During 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 responsible dean or the vice president for instruction resolves any issues. If a site proves to be unsatisfactory, that site will not be used again. The College supports the use of off-site classes only when the location chosen meets student needs and on-campus classes are not adversely affected.

Safety

Annually, the Risk Management Department, with input from Keenan & Associates, the District's property and liability carrier, reviews and updates the District's Injury and Illness Prevention Plan

(III.B.1-12). The College's FMO staff also participates in monthly on-the-job safety training (III.B.1-13). Keenan & Associates conducts annual inspections (State Wide Association of Community Colleges, SWACC) (III.B.1-14) 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. Consultation with the units of Disabled Students Programs and Services (DSPS), and the Campus Police ensures that the College provides safe egress and regress travel access to all facilities.

Recently, the Board of Trustees (BOT) 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 ADA Transition Plan Consultant, Cordoba Corporation, began surveying all campus buildings and exterior pedestrian pathways in March 2016 to identify barriers to accessibility. All surveys were complete by August 2016. The results of the surveys were entered into a database for analysis and tracking purposes, and a districtwide ADA plan (III.B.1-15) was developed from this data. The cost to implement this ADA plan was estimated and a phased approach to implementation developed with safety concerns taking top priority. The means of correcting the identified issues vary between adjustments and repairs that can be completed by campus maintenance staff, repairs and reconstruction that require work by contractors, and work that will be included in future building renovations. Status of all items can be tracked in the database developed as we address all items identified in the twelve year plan. Funding sources vary, and larger cost items will be funded via the annual Capital Improvement Committee (CIC) process. The Transition Plan will continue to be a tool for analyzing, prioritizing, scheduling and monitoring ADA compliance in the future.

Facilities plans such as the EFMP and the 5-year construction plan are reviewed annually and implemented as appropriate to meet all relevant 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, a participatory governance committee composed of classified staff, faculty, administrators, and students ensures that the College complies with established safety standards. The College also has a silent witness program to enable members of the campus community to report concerns; this helps to ensure and maintain safety campus wide (III.B.1-16).

Be Safe

The Saddleback College Police Department 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 College campus. In the event of an emergency, this information is instantly accessible, thus allowing critical decisions to implement strategies to protect life and property to be made quickly and effectively.

“Be Safe” is a proactive system, and it facilitates clear communications among College resources and emergency first responders with critical information about the entire campus. This system engages and integrates students, administrators, and emergency response teams and supports Emergency Services and FMO Space Inventory (III.B.1-17).

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 (III.B.1-18).

CISCO AlertMe System on VOIP

The Cisco AlertMe System, or Informa Cast, is a mass broadcast and notification system that can be used by the College Police Department personnel to push immediate voice and text messages to every telephone on campus. The voice-alert messages automatically sound on the telephone’s external speakers, and the accompanying text message appears on the telephone’s LCD display so the device receiver does not have to be picked up to receive these messages. In 2007, the CISCO AlertMe System proved very useful and helpful in facilitating the real-time evacuation of the campus when smoke from wildfires caused unhealthy air quality campus-wide. AlertMe has also been used to conduct building evacuations during fire drills and in other scenarios conducted by the Saddleback College Police Department and local law enforcement agencies in exercising mutual aid protocols and emergency response procedures (III.B.1-19).

College Police Department Equipment Upgrade

The College Police Department has 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 also 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 the state mandated standard certification program, the Peace Officers Standards and Training (P.O.S.T.), 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 Police Department 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 are available to employees, students, and the public on the Police Department webpage. It is also included during the onboarding process for new district employees (III.B.1-20).

Video Camera System with Access Control Integration

Integrated digital video cameras and access controls have been installed and utilized in the new sciences building, which was the first building to utilize this integrated college standard. The college spent considerable time and energy researching the best and most innovative standard to ensure future success and adaptability. All new and renovated college buildings will now include this technology as a building requirement. Video cameras have been installed in strategic locations, but full deployment has not yet occurred. 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.

The college is currently in the process of obtaining bids to expand access control and integrated video cameras to all permanent campus building not currently scheduled for renovation. 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 provide suspect information quickly and assist in directing officers to the proper location. All new buildings, including the recently constructed Sciences Building, will have video systems and access control incorporated; long-term goal is to have all buildings with video coverage and integrated access control.

Training

The college has developed an emergency planning and training matrix and timetable. This training includes training of faculty, staff, managers, and administrators for emergency situations via table top exercises that include a review of plans and practice scenarios. The President's Executive Team (PET) has completed a table top exercise for active shooter incidents and another is planned for delivery to college management personnel and will cover EOC and Policy Team roles and responsibilities. Presentations have been given at the college's Management Team meetings and the 2015 management retreat. Individual departments and divisions have requested and have been given safety training in their staff meetings. The Administrative Services Team meets monthly to address emergency planning and business continuity issues, and to reflect on and improve our response to incidents that have occurred. We currently have an emergency management consultant on board who is in the process of analyzing our emergency preparedness condition and will develop and emergency response improvement plan based on the results. In late 2016 we developed and funded a new management position; Emergency and Business Continuity Manager.

The College Police Department has been working closely with the Orange County Sheriff's Department (OCSD) for emergency preparedness. In 2014 and 2015 the college participated in live active shooter training scenarios both on the college campus and at a nearby mall, and in 2016 an officer trained with the local SWAT in classroom studies of tactics. The college's Police Chief has attended various OCSD patrol briefings to distribute campus maps and explain locations and routes for active shooter responses. College Police Department 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. In June 2016, the college's lieutenant led an in-house training on tactics and multiple shooter scenarios.

The college has a robust Community Emergency Response Team (CERT), with regular training and continuing expansion on membership. There are currently 56 fully trained CERT staff members who assist with emergency situations.

Evaluation of Facilities Utilization

Effective use of facilities is determined in a variety of ways. The College utilizes a custom MySite tool to reserve rooms. The Office of Instruction reserves classrooms via the college's

Information Management System tool as well as MySite. The MySite tool is also used to reserve rooms for the Master Calendar. The EFMP, Five-Year Construction Plan and the six-year Strategic Plan drive decisions and serve as 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. The results of the most recent employee survey are summarized below (III.B.1-21). Issues that arise unexpectedly are reported on the AMMS maintenance work order system and are addressed in a timely manner.

The Facilities, Maintenance, and Operations department reviews College plans and other pertinent documents to determine the sufficiency of classrooms, lecture halls, labs, and other 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 FMO AUO.

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.

ANALYSIS AND EVALUATION

The College has various plans and procedures in place to effectively manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. The College planning processes are integrated and are used to identify facilities needs and strategies for accomplishing those needs.

The Advanced Maintenance Management System (AMMS) is a 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 purchased an \$11,000 AMMS upgrade in fiscal year 2015/2016 to increase the effectiveness and efficiency of the system and improve our ability to meet the needs of the College. Some of the new features in the upgrade include enhanced login and approval options, an improved scheduler function, ability to attach files, new reporting options, etc.

A major challenge faced by the College is obtaining funding for new buildings and for upgrading existing facilities and land. The Board of Trustees has not pursued a local bond for new facilities and facilities improvement and instead relies primarily on excess property tax revenue above apportionment to fund facilities, referred to as basic aid funding and described in III.D.1 below. 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 Capital Improvement Committee (CIC). This participatory governance group makes recommendations on major districtwide facilities and related matters (III.B.1-22). CIC is now able to utilize the Facility Condition Assessment report (FCA) to inform its recommendations for facilities funding for the College (III.B.1-07).

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 documents that drive the building of new facilities and the major renovation of existing facilities and infrastructure are the Education and Facilities Master Plan (EFMP) and the Facilities Condition Assessment (FCA) report. The District, in collaboration with the college and using a consulting firm, oversaw the development of the EFMP utilizing data and information largely provided by the College. The plan evaluated current space inventory broken down by category such as lab, classroom, and office space. An enrollment projection by discipline was established and then a long-term capital plan was developed to meet student needs by discipline. This plan projects out building needs to 2031, and breaks down

implementation into three phases. The District and the college are scheduled to update the plan within the next year.

The Facilities Condition Assessment (FCA) report was a multi-stage, comprehensive report that took several years to produce. The FCA describes a physical evaluation of the existing condition of a facility and its systems. The report includes building systems (such as roof exteriors, plumbing, and HVAC), building components (such as chillers, electrical panels, and pumps), equipment inventory (including as photos and data), preventative maintenance schedules, and infrastructure. The findings are used with predictive cost models to estimate current and future funding requirements. The FCA report has been integrated and incorporated into a School Dude planning module which identifies priorities for all identified projects and can be updated by the college as needed (III.B.2-01).

It is the responsibility of the College and District facilities departments to provide direction and oversight for facilities planning and construction. When planning building renovations and construction projects, the facilities departments review the EFMP as well as the FCA report. These items are prioritized and referenced during the annual cycle for requesting funding.

If a project is included in either these plans then project proposals are submitted and evaluated through participatory governance groups such as the Capital Improvement Committee (CIC) and the Basic Aid Allocation Resource Committee (BAARC) 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 the College's Strategic Plan. The institution and the FMO Department have been engaging in results-oriented planning processes on an on-going basis.

College plans for scheduled maintenance upgrades are developed by the College's Safety and Facilities Committee. As a first step, the Committee reviews the College's Strategic Plan, including its mission and vision, to ensure that the physical needs of all the College's programs and services are being met. Budget planning for physical resources is accomplished through integrated planning; needs identified through PRs and AURs that are in alignment with the college's strategic plan support budget requests for physical resources.

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 Safety and Facilities Committee evaluates the effectiveness of the College's facilities and

equipment in meeting the needs of programs and services through the College Resource Committee process. The FMO Department also incorporates college physical resource needs into its own Administrative Unit Report with input from the professional trades and crafts experts on staff.

An FMO project list (III.B.2-02) lists the current and completed projects and status reports from 2003 to the present. These reports are reviewed in weekly FMO meetings held every Tuesday morning (III.B.2-03). The institution uses its facilities effectively by maintaining classrooms that support the recommended cap-load ratio based on FTES. The physical condition of College facilities used by students, community education programs, and the surrounding community is maintained by FMO; FMO's mission is to create an environment conducive to an effective learning experience.

ANALYSIS AND EVALUATION

The College processes ensure effective utilization and the continuing quality necessary to support its programs and services to achieve its mission. The combined efforts of College planning and implementation by the FMO are effective and adequately meet the needs of students, faculty, and staff.

The EFMP 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 projected construction start in October 2017 and a scheduled completion date of January 2019, which is much sooner than was originally planned.

Funding new buildings, scheduled maintenance, and facility and site upgrades continue to be a significant challenge. Facility needs are well researched and documented in reports such as the Facilities Condition Assessment Report, but the unfunded scheduled maintenance needs of the college remain high. The College will continue to work through the CIC process to develop a comprehensive funding plan to address these needs.

Equipment and technology has been well funded. Funds for technology have been allocated to the College through the basic aid allocation process, and regular annual allocations have allowed the College to aggressively fund technology on campus. Specific discussion of funding for distance education technology is discussed further in III.C., Technology Services.

The table below shows total equipment funds expended College-wide (III.B.2-4).

**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

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.

EVIDENCE OF MEETING THE STANDARD

The College primarily assesses the effectiveness of its facilities in supporting the College's program and services through the PR and AUR processes. Every two years, each program and student support and administrative unit is required assess its physical resources and to complete a needs assessment. Facilities, technology, and equipment needs identified through the PR and AUR are prioritized for funding on an annual basis through the resource allocation process led by the College Resource Committee (CRC). Long-term needs for facilities, including type and size, are assessed at the program level, and are utilized in the development of future education and facilities master plans.

The Safety and Facilities Committee and the Technology Committee also evaluates requests from the PRs and AURs and each establishes a prioritized list of projects for their area. The CRC integrates the prioritized lists for each type of request (e.g. facilities, equipment, staffing, technology, and other) into a consolidated list.

Evaluation of facilities is also done within areas and divisions. For example, on a regular basis student services, with input from each of the ten managers reporting to the vice president for 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 and then with PET. This evaluation has resulted in improvements such as the mutual usage of space by compatible programs, the moving of programs to more adequate space, the moving of programs due to necessity in a remodeling process, and better usage of space to improve service to students. While many of these improvements are short-term, the identification of facility needs for delivering student services is integrated into long-term plans, such as the construction of the Gateway Building, which is identified on the EFMP.

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 replacement needs. The Committee meets annually to review and revise the Technology Plan based in part on needs requested through the PR/AUR process.

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 College has multiple ways in which physical resource needs are planned and evaluated. The first step is identifying the needs of each instructional program and student support and administrative unit through the PR/AUR processes. The Safety and Facilities Committee, the Technology Committee, and the CRC, are participatory governance bodies at the College and effectively prioritizing identified needs to best support all programs and services. For facilities projects of larger scope, an annual recommendation is provided to CIC identifying the projects that the College would like to see funded. This participatory governance committee, composed of representatives from both colleges and the District, then advance recommendations for capital outlay projects districtwide and include them in the district's annual budget. This process is considered successful and the committee effectively utilizes 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 EFMP is the document that drives the building and major renovation of facilities at the College. This long-range plan is the result of an extensive, collaborative process that includes significant participation of College faculty, staff, administration, and students

This plan identifies in detail all existing facilities by building and also addresses 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 vice presidents for instruction and student services and are supported by OPRA. This plan includes projected need for classrooms, laboratory space, athletic fields, student service space, office space, parking, and roads. The needs are prioritized and a phased plan was 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. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan available through the college's School Dude planning module serves as an effective tool for documenting the scheduled maintenance needs of the College. This plan is referenced during the review for annual recommendations to the Capital Improvement Committee in accordance with the identified priorities.

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. District Services facilities planning professionals utilize a formula for new building construction that assumes the initial building cost is only a percentage of the total cost of ownership which includes maintenance and renovation needs. The College president, senior director of facilities, and the vice president for college 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. 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.

Over the years, 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. And in January 2009, the installation of an absorption chiller was completed. The 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. 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 continually address its scheduled maintenance needs. The College has spent \$38 million in scheduled maintenance over the past ten years (III.B.4-01). Realizing this is a priority, in 2009-10 the District made this a districtwide goal (III.B.4-02). This goal led to the development of the Facilities Condition Assessment report and a 20-Year Facility, Renovation, and Scheduled Maintenance Plan to address facilities needs 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; in this method, design and construction services are contracted by a single entity. 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 sustainability and intends to continue to explore sustainable alternatives, including the feasibility of LEED building certification and other 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 campus as appropriate.

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.

Evidence:

III.B.1

III.B.1-01 Saddleback College Strategic Plan 2014-2020 Goals, Objectives and Steps.pdf

III.B.1-02 Saddleback College Education and Facilities Plan (EMFP).pdf

III.B.1-03 2017-2021, 5 Year Capital Outlay Plan.pdf

III.B.1-04 District Wide Strategic Planning Council.pdf

III.B.1-05 Administrative Unit Review (AUR) for Facilities Maintenance Operations.pdf

III.B.1-06 Example safety inspection report, Sidewalk Trip Hazard Repair Proposal.pdf

III.B.1-07 2016 Facility Condition Assessment (FCA) Report.pdf

III.B.1-08 Basic Aid Projects Expenditure History.pdf

III.B.1-09 Night and Weekend Administrator Responsibilities

III.B.1-10 Sample AMMS System Report.pdf

III.B.1-11 School Dude 20-Year Facilities Requirements-Summary.pdf

III.B.1-12 Injury and Illness Prevention Plan 2015.pdf

III.B.1-13 Monthly-on-the-job safety training sign in sheets.pdf

III.B.1-14 2016 SWACC Report Summary Risk Management.pdf

III.B.1-15 ADA Transition Plan.pdf – DO NOT HAVE

III.B.1-16 Silent Witness Form.pdf

III.B.1-17 "Be Safe" program log-in screen.pdf

III.B.1-18 Blackboard Connect log-in screen

III.B.1-19 Cisco AlertMe (Informa Cast) System log-in screen.pdf

III.B.1-20 Safety Videos and Information.pdf

III.B.1-21 Saddleback College Employee Survey.pdf

III.B.1-22 CIC Committee Composition and Purpose.pdf

III.B.2

III.B.2-01 School Dude 20-Year Facilities Requirements-Summary.pdf

III.B.2-02 FMO Project List.pdf

III.B.2-03 FMO Department Meeting Examples

III.B.3

NO EVIDENCE CITED

III.B.4

III.B.4-01 Ten-Year Project History

III.B.4-02 Board of Trustees 2009-10 Districtwide Goal

III.C: Technology Resources

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.

EVIDENCE OF MEETING THE STANDARD

The College is a large and 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 categories of technology support at the College are as follows:

Data Network Administration

- Routers
- Firewalls
- Network Switches
- Wired Infrastructure
- Wireless Access Points
- Network Access Control

- Open Access/General Use Computers

Telephones

- Adds, Moves, and Changes
- Call Handlers/Phone Trees
- Voicemail
- Fax Lines

Desktop Computers

- Faculty, Staff, and Administrative Computers
- Student Computer Labs and Classrooms

Software and 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

- Boardroom Equipment Operation & Support
- Classroom Media Support
- Equipment Maintenance
- Equipment Installation
- Troubleshooting
- Outdoor Media Systems
- System Maintenance
- System Operation
- Media Services
- Video Duplication

PoE IP-Based Camera

- Configure, Maintain, and Support Cameras and Servers
- Integrate Cameras with Alarm and 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
- Troubleshoot
- Software Installation and Configuration

College Technology Services provides technical support for faculty, staff, managers, and administrators. Their hours of operation are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 5:00 p.m. on Friday. There are 13 full-time technical staff, two 60

percent technical staff, an administrative assistant, an assistant director, and a director (III.C.1-1). The staff are qualified to provide support in all of the areas listed. The College's television and radio educational programs use extensive technology. They have dedicated video production specialist staff that assist in supporting these successful and technically adroit programs. Technology Services managers receive text messages via monitoring systems and respond to email after normal Help Desk hours and on weekends.

District IT manages many core services used by Saddleback, Irvine Valley College, and ATEP. These services include the student information system, the email system, CENIC internet lines, the Enterprise Resource Planning 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 second and third floors of the Learning Resource Center. The computer lab on the second 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 third floor has 46 open lab computers utilized for research and homework purposes. The student Help Desk offer students in both online and face-to-face classes direct technical support via telephone, email, or in person. In spring 2015, the student Help Desks added a live online technical support chat to assist online students. Hours of operation are Monday through Thursday, 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 2:00 p.m., and 10:00 a.m. to 3:00 p.m. Saturday.

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 (III.C.1-2). There are three specialists and one office assistant who are available to assist faculty (III.C.1-3). Each semester, the FCSS offers various instructional technology training options, including 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 into classes, including the latest technologies
- Teaching and learning best 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 FCSS is open Monday through Thursday from 7:00 a.m. to 7:00 p.m. and from 7:00 a.m. to 5:00 p.m. Friday. FCSS staff offer workshops on a wide variety of topics throughout the semester. Session topics range from the basics of using the LMS to how to create instructional videos in five minutes or less. In order to accommodate varied faculty schedules, sessions are usually between one to two hours and are available at varying times while the FCSS is open. Surveys from both the start and end of the semester determine the best times for these workshops and which classes should be offered in the future.

The FCSS and the online education coordinator collaborate with Irvine Valley College to organize yearly joint college events, such as the Online Education Summit. FCSS also presents several sessions during PD Week each semester. FCSS also offers fully online or hybrid sessions, on topics such as how to get started online and getting started with Camtasia. In addition to the weeklong 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 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. There are three full-time staff members dedicated to instructional technology support for faculty (two application specialist II positions, and one instructional technologist). At the College, there are also two full-time positions and one half-time position for student technical support located in the LRC.. Furthermore, the Division of Online Education and Learning Resources (OELR) supports activities at the College that engage students, faculty, and staff with online education. These activities have included the 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 help the center gauge whether it is meeting the needs of faculty. The president's professional development survey included feedback about the support available for online education, learning needs, and future interests. Ongoing feedback from the online education coordinator, dean of OELR, and FCSS supports the distance education programs and services on campus. The online education coordinator also solicits feedback from faculty on services and programs, and then shares this information with the FCSS and the dean of OELR. Finally, there are onboarding opportunities that introduce new faculty to technology skills and best practices in online education. Workshops and one-on-one training at the FCSS help existing faculty to maintain skills. Mentors also help to determine needs for future professional development. Furthermore, the Online Education Committee, District Online Education

Committee (DOEC), the Division of OELR, and FCSS make recommendations for additional needs.

Support—District IT Hours of Operation

District IT technical staff answer Help Desk calls Monday through Friday from 7:00 a.m. to 6:00 p.m. Additionally, the department has a 24/7 emergency hotline; when users call and leave a message on this line, District IT personnel are notified. District IT management also monitors and responds to email after normal Help Desk hours.

Facilities—Computer Labs on Campus

The College has 50 instructional computer labs located throughout the campus (see: Table 1). With the exception of the FCSS, which is dedicated to faculty use, all of these labs are available to students on campus. There is a total of 1553 computers in these labs. The vast majority of these computers are Windows-based machines with 372 devices operating an Apple operating system. The FCSS operates Mac computers, which have the dual capability of running Windows or Apple operating systems. The Technology Services department maintains and supports all of these systems. There is a continued demand for additional instructional computer labs; each year, different divisions request new computer lab setups. The technology committee created a new computer lab process to review requests and recommend options to the CRC committee (III.C.1-4).

Instructional Computer Labs

Description & Location	Number of Systems
Matriculation/Student Success Lab Vil 8	36
MAP Lab SSC 166	17
Matriculation Laptops	30
Comm Arts Audio (Mac) Vil 507	27
Comm Arts Editing Lab (Mac) Vil 517	9
Comm Arts Video Lab (Mac) Vil 508	26
Digital Photography (Mac) LRC 102	33
Digital Photography (Mac) LRC 103	28
Faculty Center for Student Success (Mac) BGS 249	37
High Tech Prod Lab (Mac) Vil 23-1	6
Journalism (Mac) LRC 116	20
Auto Tech (Win) (10 laptops) TAS 123-127	16

BGS Fashion BGS 104,110,119	3
BGS Interior Design BGS 130-132	9
BGS 233 Lab (Windows)	31
BGS 234 Lab (Windows)	31
IMC Lab (Windows) BGS 248	80
IMC Laptops	47
Career Center (Windows) SSC	38
Fine Arts iPads	12
Graphics Lab (Mac) TAS 115	17
Graphics Lab (Mac) TAS 226	29
Graphics Lab (Mac) TAS 227	36
Health Science iPads	90
MSE Lab (Windows) SM 348	53
Radio Lab Audio Auditing	4
Liberal Arts Lab (Windows) LRC 117**	27
CAD Lab (Windows) TAS 218	33
CAD Lab (Windows) Vil 24-2	31
General Lab (Windows) Vil 32-1 (CAD Lab)	33
Rapid Prototyping (Win) Vil 33-2	18
Reading Lab (Windows) LRC 215,216,221,230	104
High Tech Lab (Win) Vil 29-1	19
KSBR	15
Biology Lab (Laptops -- Z books)	11
Chemistry Lab (Windows) SM 207	29
Chemistry Lab (Laptops -- Z books)	60
Chemistry Lab (Windows & 2 Macs included in the 29)	29
Counseling Laptops (Windows) SSC	30
Library Workshop Laptops (Win) LRC 314	30
Physics laptops (Windows) SM 101-102 old (New Science 125-127)	53
LRC Tutoring (Win) * LRC & LRC 208	10
Health Sci Lab (Windows) (2018) HS 103	33
Health Sci Laptops HS 102 & 112	12
Language Lab (Windows) LRC 258	40
Student Government	6
Writing Lab (Win) LRC 209-210	55
Library Open Lab Zero Clients (Tutoring) (2nd-50 & 3rd-40)	90

LRC 258	
SSC Lobby (Zero Clients)	10
A&R Lobby (Zero Clients)	10
TOTAL:	1553

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 work or relax. This faculty area includes the following features:

- 20 Mac computers with 26" large screens which are Mac/PC compatible with five additional individual workstations available outside of the 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, Camtasia video editing tools, as well as others
- Two sound booths equipped with multimedia Mac/PCs, 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, and laser pointers

Facilities—Data Center Funds Allocated

The College has grown through the years, and the demand for technology has skyrocketed. This demand required the deployment and installation of technology that included additional hardware. The College has a main distribution frame (MDF) located on the first floor of the LRC and Library building. The MDF houses all the crucial servers, storage area network (SAN), 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 properly housing these crucial systems.

A 2015-2016 funding request for \$2.9 million was submitted in spring 2015 via the District Technology Committee to address the needs of the MDF. The request was validated and funded in June 2015; however, due to the funding amount (over \$1M) this project is designated as a district services facility project to be managed by district services. The project currently remains in the project analysis phase, but we are hopeful, due to the demonstrated need, the project will

be accelerated soon. This funding will ensure all College systems are housed in a data center that contains all the necessary facility requirements to secure this vital infrastructure.

The District developed the 20-year Education and Facilities Master Plan to address the needs of the College. This plan is updated every five years and includes distance education needs as well as the technology needs for new buildings.

Hardware—Computers

All full-time employees receive a computer and monitor. Based on employee request and approval from an immediate supervisor, a second monitor is set up to aid in efficiency. The majority of employees receive a Voice over IP (VoIP) phone. There are numerous printers and multifunction devices where employees can print. Divisions and departments have networked copiers that they use for printing, copying, and scanning. Additionally, the College has a reprographics department which accommodates larger and more complex print jobs.

Student printing 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 LRC, Business/General Studies, Health Science, and science and 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 mobile devices, laptops, or through the internet and then release the print at any of the print locations at Saddleback College or Irvine Valley College (III.C.1-5).

Hardware—Audio Visual

All instructional classrooms include a projector, screen, computer, monitor, small speaker, and a teacher desk. Technology Services computer/audiovisual technicians support classroom equipment and provide quick training to faculty and staff on the use of this 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.

Computer-audiovisual technicians typically attend multiple events during the week to help support various functions throughout campus and provide dedicated audiovisual support. The College submitted funding requests in 2015-2016 and 2016-2017 to refresh the technology in classrooms. The current equipment is showing signs of wear, and given the fast-pace of technology, the majority of the rooms cannot accommodate digital connections, such as HDMI or mobile phone connections. The College Technology Committee developed a standard outlining the minimum level of technology needed in the classroom to assist faculty in the

delivery of their lectures and this college standard was integrated into the College Technology Plan and is a requirement for all new buildings.

Technology Plan

The College 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 connecting to the MDF in a star topology. Twelve strands of fiber run between the MDF and each individual intermediate distribution frame (IDF). Additionally, the College upgraded all of its Cisco switches from the edge to the core. Each IDF Cisco switch stack is connected with two 10 Gbps 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 College, including coverage of athletic fields, parking lots, and roads. Based on the radio frequency (RF) survey conducted, an additional 600 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 second phase of the project. A third funding request is being submitted for 2017-2018 to complete the project.

The College's Technology Committee developed a replacement schedule for all computers on campus (III.C.1-6). All employee desktop and laptop computers are replaced every four years. Equivalently, all classroom (non-computer lab) 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. Meanwhile, the Language Lab computers are replaced every four years. The trickle down of the CAD lab computers moves to other labs that do not require a two-year replacement cycle.

All other technical equipment has a replacement cycle based on its lifespan. For example, projectors are replaced every seven years, while the storage area network (SAN) is replaced every five years.

Software

The 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. The faculty drive all classroom instructional software acquisitions, and program need determines renewals. 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 has 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. Key software tools provided to students include MySite and My Academic Plan (MAP).

MySite

MySite is the enterprise Web portal that provides personalized online services to faculty, staff, and students at Saddleback College and Irvine Valley College (III.C.1-7). It provides students the ability to add and drop classes, view semester grades, review transcripts, track the statuses of classes during registration, access email, view college announcements, change ones mailing address, forward college email, review appointment dates, order textbooks, store personal links, set automatic reminder emails, and more.

Faculty can use MySite to 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.

The District continuously updates MySite software to ensure that it meets the needs of students, faculty, staff, and management. In Fall 2016, a new version, MySite 3.0, will be released. This updated version will feature a student success dashboard that will provide students a unified place to see the progress they are making toward achieving their academic goal(s). MySite 3.0 will be fully mobile responsive and will include advanced search capabilities to assist students in finding the information they need. Additionally, each page will include tutorial videos produced by the student design team—a group of students who assist the College in the design of all of its systems.

SmartSchedule

The District deployed the SmartSchedule program in 2004 to provide students an intuitive way to find the most appropriate classes that meet their requirements. The District is currently leading a Districtwide work group to update the SmartSchedule to make it mobile friendly and to add additional helpful features. The current program has many rich features, which:

- Allow students to easily browse or search the class schedule including textbook information.
- Provide links to faculty profile information.
- Show the location of classes on a campus map and provide a regional map with driving directions.
- Include a details page with Course Catalog descriptions, topics covered, learning objectives, methods of evaluation, and waitlist counts. In addition, the details page also includes all of the important deadline dates for a given class including the first meeting, drop date, refund date, and the last day to add with instructor permission. Students can also request an email reminder for any date listed.
- Allow students to add classes to their personal shopping cart; this feature can detect registration restrictions prior to their registration appointment. Furthermore, classes are displayed in a day/time grid that automatically expands to their schedule and displays the classes in an intuitive calendar-style format.
- Allow students to request a daily email with the status of the classes in their cart, or students can subscribe to a personalized RSS feed that is updated every 5 minutes.
- Include advanced search capabilities which 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

MAP is a program which guides students through the process of creating their own academic plan (III.C.1-8). 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 broken out by 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 a given student's transcript every time the plan is accessed. This feature provides a continuous progress report on 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, in addition, is the financial system use to develop requisition and purchase orders. The software offers many intuitive videos and job aides that assist employee effectiveness and efficiency. Additionally, financial reports, budgets, and organizational charts are a sample of the various reports found within the system.

LMS and Building Blocks

Currently, the College is evaluating the LMS and considering both Canvas and Blackboard in this discussion. This is an inclusive process that calls for 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 vendor supports the College's current LMS, Blackboard. The vendor maintains servers externally and provides student and technical support. Contractual service agreements with Blackboard ensure reliability, disaster recovery, privacy, and security.

The College's instructional technologists continuously investigate, pilot, and coordinate licensing for emerging instructional technology that can be easily integrated into the campus LMS. Some of these tools include applications (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 free or inexpensive tools faculty can use in their classrooms and/or to create content. A good example of this 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 software available.

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	Pro Tools
QuickBooks	Reading Shape-Up	SOLIDWORKS
Soloist	SPSS—Statistical Analysis	TUKAcad
Vectorworks	Windows Operating System	Write It Right

ZoomText	ZXP Series Toolbox	Wireshark
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ANALYSIS AND EVALUATION

The College has made significant investments in technology to provide up-to-date technological tools for all areas of the College.

The College uses various mechanisms to evaluate how effectively equipment and facilities meet the needs of programs and services for both classroom and online instruction. The Education and Facilities Master Plan includes information on online education and a 20-year plan, which is updated every five years (III.C.1-9). The District Technology and College Technology plans serve as additional means for evaluating the effectiveness of equipment and facilities related to online education. The FCSS is supported with staff and resources. Equipment in the FCSS is determined through needs assessments, surveys, resource allocation requests and committees, such as the Technology Committee, DOEC, the Online Education Committee and the DTC. These committees evaluate the effectiveness of equipment and facilities dedicated to online education. Basic Aid Allocation Recommendation Committee (BAARC) funding requests reflect the need for additional infrastructure to support online education. The FCSS computer lab and the student computer labs in the Library and LRC Tutoring Center are maintained and updated regularly per the equipment replacement schedule. Wi-Fi services allow students to use mobile devices for their online courses. Additional requests to update Wi-Fi coverage are considered through the DTC's allocation process.

The College has an equipment replacement schedule for labs, equipment, and other needs. Every four years, the College refreshes the technology in offices, labs, and classrooms (III.C.1-10; III.C.1-11). 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. 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. Blackboard updates take place during times that will least impact students. Finally, the District has service-level agreements with the vendor Blackboard to ensure reliability, disaster recovery, privacy, and security.

The College's 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 support they receive. The majority of this feedback is positive with end users complimenting the support and expertise provided (III.C.1-12). Technology. Discussion regarding technology needs take place at Technology Committee, and the committee can make recommendations for funding (III.C.1-13).

The College provides adequate professional support to ensure that 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 College follows the replacement schedules outlined in the Technology Plan and allocates sufficient funds to continue the refresh cycles.

The facilities provided, 50 computer instructional labs and 1553 computers, are adequate. Upgrades to the College's infrastructure have left the College ready to handle current and future bandwidth demands. Furthermore, the upgrade and expansion of the wireless network will ensure the College meets the needs of a mobile student body and workforce.

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.

EVIDENCE OF MEETING THE STANDARD

Technology Plan

The College 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 constituent groups, including students, faculty, classified staff, classified managers, and academic administrators. The committee is responsible for 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 regarding online education. The District has a centralized LMS that is the primary tool for online education. Saddleback and Irvine Valley College have representation in DOEC. DOEC meets monthly and discusses all items related to online education, such as building blocks for the LMS, migration to Canvas, and other topics affecting online instruction (III.C.2-1). The District Technology Committee (DTC) has representation from 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 annually. DTC has broad representation from all three entities.

During 2015, the College's Technology Committee worked on creating the 2015-2020 Saddleback College Technology Plan (III.C.2-2). A draft of the plan was discussed at various. Various governance committees, such as Consultation Council and Management Team, discussed a draft of the plan. The College's Technology Committee approved the final version of the plan in spring 2016 (III.C.2-3). The plan has eight goals and 34 objectives. The technology goals align with the College's strategic goals and with the District Technology Plan goals.

Members of the Technology Committee, with input and feedback from faculty, students, staff, and management, developed the Technology Plan. 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. This discussion included engaging in discourse with the responsible parties of the objectives and agreeing on target completion dates.

The College's Technology Committee used four data gathering methods to guide the development of the Technology Plan. First, the committee conducted a successful technology survey in fall 2014 that resulted in 1528 student responses, 65 faculty responses, and 41 staff/management responses (III.C.2-4). Second, the committee had two open forums that were attended by students, faculty, and staff/management (III.C.2-5). One forum took place midday, while the second took place in the evening to provide the College community with multiple options for attendance. An internet blog was the third method of data collection. The fourth method was discussion through various College governance groups. These methods led to the collection of rich data that helped guide the development of the plan. The outcome was data-driven technology goals and objectives that will aid the College in achieving its mission, vision, and strategic goals.

The College 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 developed a set of standards to better assist in classroom-technology construction planning (III.C.2-6). The committee developed these standards to ensure a minimum level of technology in classrooms and to aid architects when designing buildings (III.C.2-7). The standardization of equipment assists in system integration, support, and the maintenance of equipment. Classroom technology standards were embedded into the Technology Plan and are updated, with the rest of the plan, every spring semester.

Administrative Unit Reviews

All divisions and departments submit an administrative unit review (AUR) that outlines unit objectives and needs (III.C.2-8). The AUR documents the need for the technology funding requests submitted by each area. The College uses a centralized planning process to determine the College's technological needs. The College's resource allocation process is the main process used for technology funding requests. Based on their needs, all divisions and departments submit their technology funding requests every year through TracDat. The wing and division/department compile funding requests and submit them to the College Resource Committee, the main governance body that reviews such requests. CRC sends all technology funding requests to the Technology Committee for initial review, feedback, and a ranking of high, medium, or low.

Resource Allocation Process

The College engages yearly in resource allocation. During the spring semester, all divisions and departments submit their resource allocation requests, which include technology funding requests. All requests approved are used for budget planning. Additionally, major technology investments of \$150,000 or above qualify for basic aid funding. Basic aid technology requests are submitted annually beginning in December and with a deadline of January. All divisions and departments can submit technology funding requests through the college resource allocation process and/or through the basic aid technology funding process.

The College uses two primary forms of funding for technology projects:

1. General Fund
 - 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's process for requesting the funding of new technology (III.C.2-9). This process primarily uses general fund for the funding of approved technology requests.

All technology funding requests for basic aid or fund 40 initiate at the colleges or district services. Each entity follows its own process for the creation and prioritization of requests. The College receives all basic aid funding requests from all divisions/departments and the Technology Services department compiles them. These requests are presented to the Management Team, Consultation Council, and Technology Committee. These governance

groups provide their input regarding priorities. A list of priorities is created and presented again to these governance groups before voting takes place at the Districtwide Technology Committee.

All entities' technology requests for basic aid funding are discussed and prioritized at the Districtwide Technology Committee. The BAARC makes the final recommendation to the Chancellor (III.C.2-10).

The College and the District recognize the need to support the LMS and related programs (such as Turnitin and LMS building blocks) for the success of online courses; the District and colleges work together to allocate resources to support these needs. In addition, the District has an innovation fund to support new ideas and needs. The College has discussions, research, and analysis as part of the resource allocation process, during which each department and division selects and prioritizes its needs. This information goes to the respective unit vice president for prioritization and then up to the CRC for allocation decisions. Resources are 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 then made to institutionalize those resources. The process is similar for needed equipment or hardware. Requests are made through divisions, and then routed to the appropriate channels during the CRC process as well as the Technology Committee for ranking and consideration.

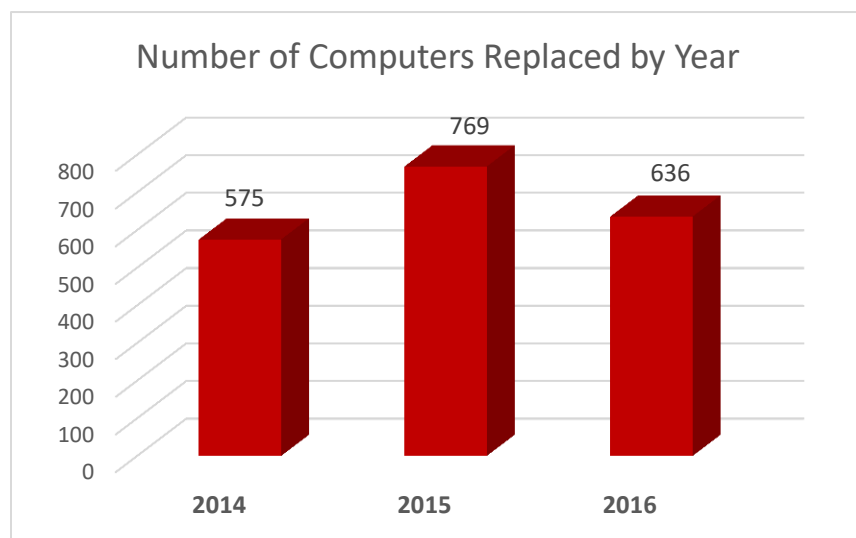
Technology Replacement

There are two primary replacement schedules. There is a replacement schedule for computer instructional labs. These schedules illustrate each lab and its replacement cycle. There is also a replacement plan for all other computers and operational systems. The computer instructional labs have unique replacement needs due to the various educational programs served by the labs. The College replaces computers based on approved computer-replacement schedules. Figure 1 demonstrates the number of computers replaced in the last three years.

The College retains service maintenance agreements in all instructional software that entitles the programs to the latest software versions (III.C.2-11). 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 purchased to meet the demands of growing enrollments.

The College 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 (III.C.2-12; III.C.2-13). Discussion takes 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 is ongoing with plans to make a final determination in spring 2017.



Number of Computers Replaced by Year

There has been a multitude of infrastructure replacements over the past years. The College has installed an air-blown fiber (ABF) infrastructure that connects every IDF to the MDF with two ABF tubes (III.C.2-14). Twelve strands of fiber are in one tube, leaving the second tube available for future growth and demand. The 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 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.

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 100 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 high-demand areas, such as the LRC, BGS, and student services buildings including the quad external area. Cisco Wave 2 wireless technology will be deployed to expand the wireless network. Phase two of the wireless expansion project will cover all the inside of the remaining buildings. The third phase will cover all athletic fields, open areas, parking lots, and roads. Simultaneously, Technology Services secured phase one funding for the refresh of all classroom technology. The plan is to follow the

Technology Committee approved classroom technology standards and deploy these standards in every College classroom.

The College is migrating from SharePoint 2010 to SharePoint 2013 to take advantage of the integration with Office 2013 and mobile technology. SharePoint is the main intranet portal utilized by all committees for data storage and collaboration. Furthermore, Technology Services replaced the multiple outdated backup solutions currently in place with a cloud-integrated data protection Barracuda backup solution. The Barracuda backup solution protects the College's physical and virtual systems and all institutional data.

ANALYSIS AND EVALUATION

The College has made substantial investments in its technical infrastructure. The College set up 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 is available for future growth. The College upgraded its entire 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 connects to one core switch, while the other 10 Gbps module connects to the other core switch. This setup provides maximum infrastructure reliability.

The College hired Veritas to conduct a radio frequency (RF) analysis and PlanNet to create a plan for wireless coverage of the entire college (III.C.2-15; III.C.2-16; III.C.2-17). This wireless expansion and upgrade project will take into consideration the realities of the number of wireless devices students use. The first phase of the project will cover the highest-used sites, including the LRC, the Business/General Studies, and student services buildings. The first phase will also cover the quad area, an external location. The second phase will cover all the inside of the buildings. The third phase will to cover all other areas, including athletic fields and open spaces.

The Technology Plan and administrative unit reviews integrate technology needs into the College's strategic planning process. Various surveys, open forums, and blogs informed the Technology Plan. This centralized planning process allows student, faculty, staff, and management input into the type and quality of campus technology, and this input is considered during purchasing and upgrades.

The annual resource allocation and BAARC processes allocate technology needs and funding requests. The respective divisions or departments first rank all technology requests before submitting them to the Resource Committee. The Technology Committee, College Resource Committee, Consultation Council, Districtwide Technology Committee, and BAARC Committee

review their respective requests. These governance groups have ample representation from all constituents.

The technology needs and funding requests processes, in combination with the established equipment replacement schedules, ensure that technology is adequate to support the College's programs and services. The process and replacement schedules effectively meet the needs of the College. The College has committed significant monetary resources to enhancing and refreshing its technology (III.C.2-18; III.C.2-19; III.C.2-20).

III.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.

EVIDENCE OF MEETING THE STANDARD

The majority of the College's courses, programs, and services are onsite. The College has a 1 Gbps internet connection through CENIC managed by AT&T. The District Services provides the main internet connection. CENIC also configured a private Cox WAN to 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 District Services. District Services is looking to configure another 1 Gbps connection with a carrier to serve as a backup so as to not rely on the 100 Mbps connection. The College houses the District Services on part of the second floor of Health Sciences building and on the entirety of the third floor. However, the College and the District Services 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 virtual private network devices that create a site-to-site virtual private network (III.C.3-1). The College contracts with Cox for a 100 Mbps internet-access business line. Technology Services provides full computer and network support for this site. The Laguna Woods office has access to the same services provided to on-campus staff.

The College has three levels of security. The College has two firewalls configured active/passive. The firewalls are the first line of defense guarding the institutional network. These firewalls are configured to protect computer systems. The next level of system protection is Symantec, which is used at the local workstations and servers as anti-virus protection. The College has also deployed a network access-control system that assists in providing network-level protection to the network. All staff must login with a unique

username and password per Board Policy (BP). The College uses active directory to provide granular user permissions to systems and all technical resources. The use and access of the College's intranet portal, SharePoint, is protected through active directory authentication and requires a username and password. User rights and permissions control SharePoint access.

The expansion of the "Internet of Things," whereby more systems are connecting on the network, requires segmentation to ensure data security. Logical segmentation of the network using virtual local area networks (VLANs) provides data protections. 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, among many other segmented systems (III.C.3-2).

The College is implementing electronic access control for all doors (III.C.3-3). This will give the Police Department the ability to lock all doors in case of an emergency. Additionally, this will enhance security. The College 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 (III.C.3-4). Each 10 Gbps fiber module has a homerun connection to either core switch A or B. This type of network redundancy provides a high level of network reliability. The College uses server virtualization technology and hardware redundancy to host these virtual servers. To ensure reliability, server clusters with RAID 5 are applied to all hardware.

The College disaster recovery strategy makes use of replication between two identical SANs. Irvine Valley College houses one of the SAN, while the College houses the primary SAN. These two SANs replicate constantly, securing institutional data (III.C.3-5). The systems are also backed up daily, and the College purchased a more robust backup system, Barracuda, to further enhance its disaster recovery strategy (III.C.3-6).

The College uses three primary technologies for emergency notification: Blackboard Connect, InformaCast, and our Dark Site (wherein the College website turns completely dark). Blackboard Connect deploys mass emails and text message notifications. Additionally, InformaCast sends an emergency notification through the College's VoIP Cisco phones. The third method makes the College website appear dark, providing only emergency information. Every October, each of these systems is tested during the Great California ShakeOut.

The District has two governance committees that focus on business continuity and the proper use and destruction of records. The Business Continuity Planning Committee meets quarterly and has broad representation from Saddleback, IVC, and district services (III.C.3-

7). The committee's purpose is to integrate the District and college plans into a comprehensive, integrated business continuity plan and to coordinate business continuity needs Districtwide (III.C.3-8). In 2014, the Business Continuity Planning Committee provided all of 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—which meets bi-annually, or as needed—is responsible for outlining a clear process flowchart with defined roles and responsibilities for proper response to all requests on records (III.C.3-9; III.C.3-10). The committee discusses how records need to be handled and stored from inception to deletion (III.C.3-11).

Per direction from the District's bank, the District contracts Trustwave as the PCI-DSS QSA (qualified security assessor). They provide monthly external vulnerability scans of the PCI network as wells as the self-assessment questionnaire. Additionally, the District is currently working with Trustwave to finalize a statement of work for a Districtwide PCI gap analysis (III.C.3-12).

The College uses Blackboard as the LMS (III.C.3-13). 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 24/7/365 operations and support, a 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 and two part-time employees, an administrative assistant, an assistant director, and a director. This professional team manages and maintains 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 WhatsUp Gold monitor the network and send email and text messages when systems malfunction. Fusion software to monitor projectors and report anomalies is deployed. Additionally, LogMeIn is a tool utilized by the Help Desk to provide remote technical support; this feature lessens the time a technician spends in the field.

The College 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 College will soon upgrade the backup to 1.8 Gbps.

Technology Services has two identical SANs replicating all data. Irvine Valley College houses one SAN, while the College's MDF houses the primary SAN. This is the current disaster recovery strategy. Additionally, the College is looking to consolidate its multiple backup systems into an enterprise backup technology solution from Barracuda. The Barracuda solution will use both on-premises and cloud software. The College has appropriate systems to ensure reliability and safety.

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.

EVIDENCE OF MEETING THE STANDARD

The College offers technology training and support opportunities throughout the year to enhance the knowledge of students, faculty, staff, and managers. One-on-one training—the preferred method of faculty, staff, and management—takes place throughout the year through the FCSS and Technology Services offices. Professional Development Week, which occurs twice each academic year, is an additional way faculty receive appropriate instruction on the effective use of technology. A Help Desk for students, faculty, staff, and management is available to provide support on technology systems. Technicians, staff, and faculty support 50 instructional computer labs available for students to ensure access and knowledgeable. In addition, specialized technology systems and software are available for students with accessibility needs, and these systems come with proper technical support.

Professional Development Week

At the beginning of every semester, the College offers one week (five days in the fall, and four days in the spring) of professional development (III.C.4-1). A wide range of workshops offered during this week make faculty, and other attendees, aware of institutional operations and provide training in the effective use of technology systems. Here is a sample of the 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 supports other 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 (III.C.4-2). The technical staff of Technology Services have an online subscription to technical training videos, which include an extensive video library of technologies. The College also provides Lynda.com—an online training website with a comprehensive library of training videos—to all employees. College employees can set their own online learning pace and plan through Lynda.com (III.C.4-3).

The College uses surveys to determine faculty, staff, and management's favored methods of training and professional development. In fall 2014 fall, the Technology Committee conducted a survey to determine the preferred training method of faculty. The findings showed that faculty prefer one-on-one training. Training videos were the second preferred method, and group training was the least preferred. These findings were information to the staff who conduct one-on-one trainings with faculty. The FCSS is a dedicated resource for faculty to receive training on the effective use of technology. The center has a dedicated computer lab with dual boot computer operating systems that faculty, while assisted by professional staff, can use to hone their skills.

Technology Services established a formal Help Desk that provides support to all faculty, staff, and management. Knowledgeable and friendly technicians staff the Help Desk, and assist College employees. The majority of technical calls are resolved over the phone; staff either walk the caller through the steps on how to resolve the issue, or resolve the issue by taking remote control of the caller's system. The Help Desk is available Monday through Thursday from 7:30 a.m. to 8 p.m. and 7:30 a.m. to 5 p.m. Friday. Employees can 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 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 on helping students in all areas related to technology, including accessing the LMS, password resets, and email problems. The Library houses the student Help Desk team for ease of access and assistance. This team provides assistance both on the phone

and in person. In addition to technical support, the College offers various financial workshops for students (III.C.4-4). Financial Aid offers free weekly workshops to help students complete the state and federal financial aid applications. At these workshops, students receive hands-on assistance with applications.

Students have access to 50 instructional computer labs located throughout the campus, while the FCSS is dedicated to faculty use. There is a total of 1553 computers in these labs. The LRC houses close to 200 computer systems for student use, and it is the most heavily used student computer lab on campus.



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 NaturallySpeaking, 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

As of 2014, all LRC tutors are paid to attend mandatory professional development trainings. These 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 Program 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 Kurzweil (cloud-based reading software) and smartpen recording hardware is provided to tutors on a regular basis. Moreover, 10 smartpens and three Kurzweil scanning devices are available to tutors and students in the center. In addition, this semester, tutors are going through training to identify students who are

struggling with reading as these students are often unaware that they are dealing with a possible issue like dyslexia, or mild ADD, ADHD, which 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, the College hosts the Week of Workshops (WOW) for all students (III.C.4-5). These faculty and student-led workshops are designed to help students prepare for their courses and to create a connection with faculty outside of the classroom. This Collegewide effort has increased in size and scope, and has scaled up successful workshops, including those that address how to succeed in online courses. Last year, 10 workshops focused on the topic of how to succeed in an online course. WOW week participants took surveys before and after each workshop. Beforehand, 66 percent of WOW participants said they felt “not ready” or “somewhat ready” for their courses in the upcoming semester. However, after the WOW workshop over 82 percent of the respondents responded that they felt “very ready” or “ready” for their courses.

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 participants to understand their needs. This feedback drives future topics for workshops. The successful student technology survey in fall 2014 also guides the training provided for students. The volume and type of questions the Help Desk fields also guide student trainings.

The College sends a professional development survey to all employees. The survey asks respondents a series of questions that help guide the type and modality of trainings offered for employees. During Professional Development Week, surveys ascertain the value and effectiveness of the workshops. This feedback helps guide workshops offered at the following Professional Development Week. Employees originate much of the technology training by calling the Help Desk and making an appointment with an application specialist II who conducts one-on-one training with employees. The employee is then asked to provide feedback through the work order in the Help Desk system.

The College conducts the Week of Workshops sessions meant to prepare students for success in online classes. Faculty and students lead these workshops, contact which provides student participants with an opportunity to connect with faculty outside of the classroom.

FCSS is dedicated to faculty support and focuses primarily on training faculty in all technology manners related to instruction and, especially, online education. 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 into classes.

III.C.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 has BPs and Administrative Regulations (ARs) that guide the appropriate use of technology at the College.

There are primarily five BPs guiding the appropriate use of technology (III.C.5-1; III.C.5-2; III.C.5-3; III.C.5-4; III.C.5-5). 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 BPs are more broad and strategic, while ARs provide more operational detail.

There are nine ARs that cover appropriate use of technology (III.C.5-6; III.C.5-7; III.C.5-8; III.C.5-9; III.C.5-10; III.C.5-11; III.C.5-12; III.C.5-13; III.C.5-14). 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 enforcement 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.'" 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.

ARs 3726 to 3730 focus on information technology; 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 understanding of the importance of securely handling information and ensuring data 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 protect the confidentiality, integrity, and availability of the data contained within the District's information systems from potential physical and environmental threats. 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 delineates the purpose and scope of the public safety camera system. It states that 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, seven days a 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 by outlining available services, success tools, programs, and important College policies (III.C.5-15).

Processes and procedures regarding technology at both the College and District-level are collaborative and ensure that the appropriate constituent groups are included in discussions and decision-making. A good example of this is the current evaluation of Canvas as a possible replacement of the current LMS, Blackboard. The evaluation process began by first procuring agreement from faculty to participate in the Online Education Initiative (OEI), which is a statewide initiative aimed at centralizing some of the online education services within the California Community College (CCC) system and transitioning all colleges to a common LMS, Canvas. The College has primarily been participating in the OEI as a pilot college for tutoring services. However, there are also currently six faculty piloting the Canvas LMS. The process of making a decision whether or not to replace Blackboard with Canvas has been very thorough and inclusive. There have been opportunities for participation by faculty, staff, and management to consider all aspects of Canvas, including its instructional capacities, costs, and support services as well as the other software/hardware needed to support it. Additionally, there has been discussion at the Online Education Committee and the Districtwide Online Education Committee as well as presentations to the Academic Senate.

ANALYSIS AND EVALUATION

The College has several BPs guiding the appropriate use of technology. These policies cover a broad spectrum from FERPA to record retention and destruction. Complementing these BPs are ARs, which provide more operational detail. The importance of information security is highlighted by the five ARs guiding it. The combination of BPs and ARs guides the College's students and personnel on the appropriate use of technology.

Additionally, the Student Handbook is an excellent source for students of all College procedures and institutional policies.

The College established procedures to follow when entertaining different technologies in classrooms. The College is following these procedures now as it evaluates Canvas as a potential replacement for the existing LMS, Blackboard.

III.D: Financial Resources

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. (ER 18)

EVIDENCE OF MEETING THE STANDARD

The College is part of the South Orange County Community College District (SOCCCD), which is a basic aid district. This means that the District receives money from local property taxes to fund its general operations rather than receiving money from the state. The BOT has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices were developed jointly by the colleges and District and are codified as BP/AR 3100, Budget Preparation; BP/AR 3101, Budget Management; BP/AR 3101.5, Fiscal Management; and BP/AR 3110, Basic Aid Funds Allocation Process (III.D.1-01, III.D.1-02, III.D.1-03, III.D.1-04, III.D.1-05). BP 3100 establishes the Budget Development Guidelines, found within each year's adopted budget as the guiding principles used in budget development within the District (III.D.1-06). The guidelines were developed by the District Resources Allocation Council (DRAC) and are based on the board's philosophy of supporting and following fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students in accordance with the District's mission statement.

DRAC is a participatory governance council charged with making recommendations for the income allocation model on which the District's budget is based (III.D.1-07). The model developed by DRAC and contained within the guidelines stipulates that the colleges and the District be allocated revenue using the state SB 361 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 primarily for one-time expenditures.

The process for the allocation of basic aid funding is delineated in BP/AR 3110. 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 and Recommendation Committee, (BAARC), a Districtwide committee which has College and participatory governance representation (III.D.1-08), is responsible for making recommendations for the allocation of basic aid funds to the chancellor and for ensuring that recommendations consider the other principles contained within the Budget Development Guidelines, including the maintenance of at least a 7.5 percent general fund reserve.

A District budget allocation model (III.D.1-09) is the computational tool used to allocate general fund unrestricted resources to the colleges. The College and the District work together closely to determine full-time equivalent students (FTES) calculations and income projections, and the College and District meet prior to submission of FS320 reports to ensure FTES are reflected accurately.

The College has efficiently and prudently managed its financial resources. During College budget planning, the relationship between ongoing revenue and ongoing expenditure has always been considered, and the College has been careful not to obligate short-term revenue to long-term expenditures. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans.

This planning strategy has served the College well and, during periods of reduced budgets (as experienced in the 2009-2010 fiscal year), has enabled the College to continue to support instructional services and student services without the need for sudden and dramatic budget cuts. Additionally, the College has been in a fiscal position to move forward and continue to apply funds to institutional plans. The College has consistently ended the fiscal year with a healthy ending balance (III.D.1-10).

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 percent benchmark and frequently far exceeds it (III.D.1-11).

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, ASG, and Foundation revenue. In recent years the College has placed increased focus on revenue generation from successful grants, a method which has increased available resources. 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 (III.D.1-12). The district's funding base is outlined in the adopted budget (III.D.1-06), and foundation funding is delineated in the Saddleback College Foundation Annual Report (III.D.1-13) and Annual Audit (III.D.1-14).

In compliance with the Budget Development Guidelines, 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 is \$7 million for 2016-2017 (III.D.1-06). The SOCCCD has prepared well for 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 SOCCCD operates within a resource allocation model determined by the SB 361 funding formula. By developing an operating budget in accordance with this resource allocation model, College operations are protected from the volatility of property tax revenue, thereby eliminating the possibility of devastating cuts to programs and services were the District's basic aid status to ever change. Furthermore, property tax revenue collected over and above the SB 361 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. In recent years, College financial planning 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; during the nationwide economic recession and state budget crisis, no general-fund layoffs took place at the College, 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 SOCCCD Educational and Facilities Master Plan (EFMP) (III.D.1-15); the Five-Year Construction Plan (III.D.1-16); the 20-Year Facility, Renovation and Scheduled Maintenance Plan (III.D.1-17); the Districtwide Technology Plan (III.D.1-18); Saddleback College Technology Plan (III.D.1-19); the 2014-2020 District Strategic Plan (III.D.1-20) and Saddleback College Strategic Plan (III.D.1-21); and other College and Districtwide plans. The College's budget development process ensures that funding is set aside for resource needs in support of 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 processes. The College Resource Committee (CRC) ranks requests for funding, and over \$1.4 million in requests were funded for the 2016-17 fiscal year in support of needs expressed through the program review (PR) and administrative unit review (AUR) processes and the strategic plan; these funds supported facilities, technology, equipment, and other institutional needs (III.D.1-22).

The district's audit report confirms the financial stability of the district and college (III.D.1-23). Saddleback College has a sufficient funding base and financially supports plans to support programs and services and improve institutional effectiveness; as such, the college meets Eligibility Requirement 18, Financial Resources.

Evidence:

III.D.1-01 BP and AR 3100 Budget Preparation
III.D.1-02 BP 3101 and AR 3101.1 Budget Management
III.D.1-03 AR 3101 Budget Management – Transfer of Budget Appropriations
III.D.1-04 BP and AR 3101.5 Fiscal Management
III.D.1-05 BP and AR 3110 Basic Aid Funds Allocation Process
III.D.1-06 2016-17 Adopted Budget Book (ER18-1)
III.D.1-07 DRAC Committee Composition and Purpose
III.D.1-08 BAARC Committee Composition and Purpose
III.D.1-09 DRAC Model 2016-2017 (ER18-2)
III.D.1-10 Ending Balance Fiscal Year 2011 to 2015
III.D.1-11 Fifty Percent Law Comparison Chart 2016-2017
III.D.1-12 Restricted and Unrestricted General Fund Budget
III.D.1-13 SC Foundation Annual Report (ER18-3)
III.D.1-14 SC Foundation Audit Report (ER18-4)
III.D.1-15 Saddleback College Educational and Facilities Master Plan (EFMP)
III.D.1-16 Five-Year Construction Plan
III.D.1-17 20-Year Facility, Renovation and Scheduled Maintenance Plan

III.D.1-18 Districtwide Technology Plan 2015-2020
III.D.1-19 Saddleback College Technology Plan 2015-2020
III.D.1-20 2014-2020 District Strategic Plan
III.D.1-21 Saddleback College 2014-2020 Strategic Plan
III.D.1-22 Approved CRC Requests for 2016-17
III.D.1-23 SOCCCD Audit Report 2014-15 (ER18-5)

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.

EVIDENCE OF MEETING THE STANDARD

The mission and vision are the basis for all financial planning and decision-making at the College. The College's strategic planning process begins with the review and revision of the Mission and Vision Statements (III.D.2-01), and these statements form the foundation from which all strategic goals, objectives, and action steps are developed (III.D.2-02). 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 mission, and during the PR and AUR processes creates objectives to attain this mission.

The budget development and planning processes of the College ensure 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 (III.D.2-03) (III.D.2-04).

PBSC oversees the implementation of strategic planning goals, objectives, and action steps and measures and evaluates progress. PBSC has co-chairs—the director of planning, research and accreditation, and the director of fiscal and contract services. These co-chairs create 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 college president.

Both PBSC and CC include representatives of all College constituent groups, and both groups are primarily recommending bodies. Final decisions and accountability rest with the college

president. Based on input from the recommending bodies, PET—which includes 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 priorities can be accomplished within a balanced budget.

Strategic planning is designed to lay the foundation for all resource decisions. The College's 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. PRs and AURs are conducted every two years by all instructional programs and student support and administrative service units of the College. These reviews are central for both short and long-term planning. Additionally, PRs and AURs are the baseline documents 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR (III.D.2-05).

All resource allocation requests are submitted via TracDat and reference the relevant sections of a PR or AUR as well as the College's Strategic Plan. After being extracted from TracDat by the Office of Planning, Research, and Accreditation (OPRA), each College branch (instruction, student services, and administrative services) prioritizes the list. After the prioritized list is reviewed by the CRC, 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 CC, which, in turn, makes priority recommendations to the college president. Annual budgets are developed as an outcome of the planning process and are reviewed and discussed in Consultation Council, PBSC, Management Team, and other college venues (III.D.2-06) (III.D.2-07) (III.D.2-08)

Based upon all of the College's planning decisions, a budget is developed each year. Due to insufficient information from the state prior to adoption of the annual budget and the uncertainty of the state making revisions to the budget during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the mission, the current strategic planning goals and objectives, and the EFMP.

Faculty have the most direct impact on students. Thus, requests for new faculty must demonstrate alignment with the College mission and the strategic 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 college 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 as well as PRs and AURs. Final approval of all positions rests with the college 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 the calculations and assumptions outlined in the DRAC model and the District's adopted budget.
- 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 CC for reprioritizing goals and strategies.
- Conducts an annual review of the CRC resource allocation process.

Each spring, 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 six-year period of the plan. This annual review allows for revision of the College mission, and every sixth 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 BP 101, Missions, which requires an annual evaluation and, if necessary, revision (III.D.2-09).

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. BPs and accompanying regulations related to budgeting are in the 3000 (Business) series. These policies provide direction for budget development. Another mechanism to insure control and prevent overspending is the District's financial software system, Workday, an enterprise resource planning program, which 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. 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 Community College Chancellor's Office webpage demonstrates sound financial practices and financial stability.

ANALYSIS AND EVALUATION

The College has a reputation for excellence in academics and service to students. As a result of the College's strong commitment to its mission as well as continuous improvement and innovation, its financial resources are necessarily in great demand by all groups on campus; this demand increases the importance of linking financial planning to institutional planning in order to make decisions that best utilize College resources.

Financial planning at the College is integrated with all institutional planning. The 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 processes appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence:

III.D.2-01 Saddleback College Mission and Vision Statement

III.D.2-02 College Strategic Plan 2014-2020

III.D.2-03 Planning and Budget Steering Committee Charge and Membership – DO NOT HAVE

III.D.2-04 College Resource Committee Process and Model

III.D.2-05 CRC Resource Allocation Template

III.D.2-06 Consultation Council Agenda and Minutes

III.D.2-07 PBSC Agenda and Minutes

III.D.2-08 Management Team Agenda – NEED THIS

III.D.2-09 BP 101 Mission

III.D.2-10 Budget Development Calendar

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

EVIDENCE OF MEETING THE STANDARD

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development. The District's budget is driven by the DRAC model and basic aid allocation.

DRAC is the Districtwide participatory governance council charged with 1) making recommendations to the chancellor for the income allocation model upon which the budget is based and 2) developing and overseeing the allocation process for unrestricted general funds. As described in III.D.1 above, 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 (III.D.3-01). DRAC ensures a fair and equitable distribution of unrestricted general funds to Saddleback College, Irvine Valley College, District Services, contingency reserve, and general expenditures. In essence, the DRAC model allocates funding to the colleges in accordance with the SB 361 funding formula, and after DRAC model allocation the remaining funds are allocated by the Basic Aid Allocation Process outlined in BP 3110 (III.D.3-02).

This Basic Aid Allocation Process is implemented by the BAARC, which is chaired by the vice chancellor of business services (III.D.3-03). 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 to yield the net amount available for allocation. As outlined in BP/AR 3110, 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 Districtwide plans, such as the EFMP, the Five-Year Construction Plan, the 20-Year Facility, Renovation and Scheduled Maintenance Plan, and the Districtwide Technology Plan as well as the Districtwide Strategic Plan, college strategic plans, and college technology plans. BAARC recommendations for the 2015-2016 fiscal year totaled approximately \$57 million (III.D.3-04).

PBSC reviews and monitors resources and makes recommendations to CC for the College budget in accordance with the calculations and assumptions outlined in the DRAC model and the District's adopted budget. PBSC and 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.

ANALYSIS AND EVALUATION

The College's processes for financial planning and budget development are clearly defined and widely communicated through BPs and administrative regulations, the District's DRAC and BAARC committees charge and the models developed by these committees, and by the College's budget development and resource allocation processes as outlined by PBSC and CRC. Each of the District and College committees and processes identified include constituency group representation. Committee information, including notes and handouts, are available on the College and District SharePoint sites (III.D.3-05) (III.D.3-06).

For College planning purposes the DRAC formula works very well. Because the formula is clearly understood and the fundamental principles of the model do not change, the College can clearly plan to allocate its resources with an understanding of the effect on income the following year. Because the rules surrounding income generation for the College will not change unless a recommendation is submitted by DRAC and is 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.

Evidence:

III.D.3-01 DRAC Model 2016-2017

III.D.3-02 BP and AR 3110 Basic Aid Funds Allocation Process

III.D.3-03 BAARC Committee Composition and Purpose

III.D.3-04 BAARC Recommendations 2015-2016

III.D.3-05 Committees Page on Saddleback SharePoint

III.D.3-06 District Committees Page on SOCCCD SharePoint

Fiscal Responsibility and Stability

III.D.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 the 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. The allocation of these resources is guided by District Budget Development Guidelines and the Basic Aid Funds Allocation Process. BAARC projects available basic aid funding based upon a conservative estimate for property tax and student fee income minus the Colleges operating revenues, which makes up the total amount available for allocation. Property tax estimates are provided to the District by the County of Orange, and the SOCCCD 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 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 contingency and Districtwide general expenditure items, such as legal fees, that cannot be attributed to one particular College.

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; ASG; 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 College 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. Student Government revenue is calculated using the minimum guaranteed income derived from vending contracts as well as an estimate of revenue to be earned through sales of the ASB Stamp.

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
- Planning and Budget Steering Committee
- Educational Planning and Assessment Committee
- Technology Committee
- Safety and Facilities Committee
- College Resource Committee
- Strategic Planning Goal Groups

The budget development and planning processes of the College ensure that financial resources are used to address College plans. PBSC and 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 mission and the 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR.

PBSC reviews and studies budget materials for all funds, programs, grants, and projects. This Committee makes recommendations to CC regarding the allocation of funds, and CC, after review, then makes a recommendation to the college president, who makes the final decision as to the allocation of resources to address College plans. The College's conservative long-range fiscal planning ensures that fiscal commitments are anticipated and that funds are allocated appropriately. Therefore, 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 provided to planners and decision makers throughout the process and this access results in planning that reflects realistic assessments of financial resource availability. The Basic Aid Funds 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. Institutional planning is conducted in accordance with a realistic assessment of available funds.

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.

EVIDENCE OF MEETING THE STANDARD

The College uses an 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 request access to the system. 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.

Both the District and the College have controls in place that assure effective oversight of all financial matters. Acceptance of grant funds requires board 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, a method 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 staff, in conjunction with a representative from the Grants Office, monitor 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 they are certified by the vice chancellor of business services, or a designee. Similar processes are in place to ensure the appropriate oversight and management of externally funded programs, such as Perkins appropriations and state-funded categorical programs.

All contracts are approved and executed by the Office of the Vice Chancellor of Business Services. Per BP 2100, Delegation of Authority to the Chancellor, and BP 3200, Purchasing and Contracts, the vice chancellor of business services is given the authority to approve contracts that do not exceed \$100,000 (III.D.5-01). The vice chancellor submits a report to the board 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 to the board for approval before signature. Contract expenditures and payments are managed through the Workday accounting system, which monitors purchase orders and payments.

The College Foundation Board of Governors and the foundation director are responsible for overseeing funds deposited with the Foundation, which includes funds generated by auxiliary organizations (III.D.5-02). Investment reports as well as income and expenditure documentation are submitted to the Foundation board of governors at their regularly scheduled meetings and are presented to the SOCCCD BOT annually (III.D.5-03).

The Office of the Vice Chancellor of Business Services 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 BOT (III.D.5-04).

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 and Scholarship 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 provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole.

As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures in an effort to establish any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on 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 (III.D.5-05). At each of their meetings, the committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary.

The BOT's Audit Committee is charged with monitoring the audit process and reviewing the final audits. To ensure that expenditures are compatible with College plans, multiple signoffs are required on any type of College expenditure.

ANALYSIS AND EVALUATION

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.

Evidence:

- III.D.5-01 BP 2100 Delegation of Authority to the Chancellor and BP 3200 Purchasing and Contracts
- III.D.5-02 BP and AR 3610 - Auxiliary Organizations
- III.D.5-03 Saddleback Quarterly Report
- III.D.5-04 SOCCCD: Quarterly Investment Report

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.

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. An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the District's internal controls over financial reporting, a consideration which includes examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation (III.D.6-01).

An independent certified public accounting firm conducts a financial and compliance audit annually, in accordance with California 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 adjustment.

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 BOT's Audit Committee is charged with monitoring the audit process and reviewing the final audits.

The College's budget sufficiently supports all instructional programs; 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. In the past year over \$1.4 million in requests were funded for the 2016-17 fiscal year in support of needs expressed through the program review (PR) and administrative unit review (AUR) processes and the strategic plan; these funds supported facilities, technology, equipment, and other institutional needs (III.D.6-02).

ANALYSIS AND EVALUATION

The College's financial management system and processes have a high degree of credibility as demonstrated in its resource allocation model, budget, and audit reports.

Evidence:

III.D.6-01 SOCCCD Audit Report 2014-15

III.D.6-02 Approved CRC Requests for 2016-17

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

EVIDENCE OF MEETING THE STANDARD

As described in III.D.6 above, an audit of the District's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm (III.D.7-01). The board regularly receives reports regarding the District and Colleges' budget, fiscal conditions, financial planning, and audit results (III.D.7-02). The BOT Audit Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the District website.

The District's audit findings over the past six years have been minimal, and all audits have resulted in unqualified reviews. Those minor questions that have been identified were resolved in a timely manner (III.D.7-03). The results of these audits and the resolution of findings are made part of subsequent audit reports and are available on the District SharePoint site.

ANALYSIS AND EVALUATION

The District resolves all audit findings in a timely fashion. Information about the College and District budget, fiscal conditions affecting the College budget and financial planning, including audit results, are provided College wide and Districtwide on a regular basis.

Evidence:

III.D.7-01 SOCCCD Audit Report 2014-2015

III.D.7-02 Board of Trustees Presentation Schedule

III.D.7-03 SOCCCD Audit Findings 2009-2015

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.

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 adjustment. 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. An independent certified public accounting firm conducts 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 requiring correction (III.D.8-01).

College and district services staff participated in business process analysis and the design of the Workday ERP (III.D.8-02) (III.D.8-03); implementation is ongoing, and college and district staff are continuing to evaluate and improve upon this new system as evidenced by a comprehensive health check report prepared by One Source Virtual as well as the work of the Workday Fiscal Project Team (III.D.8-04) (III.D.8-05).

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 (III.D.8-06).

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:

III.D.8-01 SOCCCD Audit Report 2014-15

III.D.8-02 BPA Sessions

III.D.8-03 Example Workday Fiscal Design

III.D.8-04 One Source Virtual Executive Summary PowerPoint NEED TO GET

III.D.8-05 Workday Fiscal Project Team SharePoint Site

III.D.8-06 TAACCCT Grant Manual

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.

EVIDENCE OF MEETING THE STANDARD

The District is a locally funded basic aid district, as described in III.D.A above, and the revenue received from property taxes exceeds the funds it would receive through SB 361, the state's funding model for community colleges. Revenue is received monthly with the largest tax payments made in December and April. BP 3100, Budget Preparation, states, "Unrestricted general reserves shall be no less than 7.5 %" (III.D.9-01) In addition to this reserve required by policy, and each college maintains its own reserve. The College is fiscally conservative, does not use its reserves, and typically maintains a healthy ending balance (III.D.9-02).

The capital outlay fund has a substantial cash balance committed to specific future capital projects (III.D.9-03). This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the California Community Colleges Budget and Accounting Manual (IIID.9-04).

The District is not self-insured but participates in several joint powers agreements - such as the Statewide Association of Community Colleges (SWACC) for property and liability, Self-Insured Schools of California (SISC) for medical, and the 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 maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, such as retiree health benefits, which remains fully funded (III.D.9-05).

The College and the District have taken numerous additional steps in recent years to reduce financial risk to the District. These steps include numerous professional development presentations on how to identify and reduce risk (III.D.9-06), the development and implementation of contract templates (III.D.9-07) and contract signing processes (III.D.9-08), and the hiring of a new district risk manager, a new district contracts specialist, and a new district contract manager.

ANALYSIS AND EVALUATION

The College maintains healthy ending balances and the District's unrestricted fiscal reserves have not dipped below 7.5 percent in accordance with District policy. The District has appropriately planned for both anticipated and unforeseen circumstances.

Evidence:

III.D.9-01 BP and AR 3100 Budget Preparation
III.D.9-02 Fiscal Year Ending Balance 2010-2015
III.D.9-03 Capital Outlay for Basic Aid Funds
III.D.9-04 - State Budget and Accounting Manual
III.D.9-05 SOCCCD Audit Report 2014-2015
III.D.9-06 District Risk Management Presentation
III.D.9-07 District Services Contracts and Guidelines SharePoint Site
III.D.9-08 Contract Cover Sheet

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.

EVIDENCE OF MEETING THE STANDARD

As described in III.D.3 above, the College's accounting software program, Workday, is used to establish budgets and expend resources. This system assists the College in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

The Student Financial Assistance and Scholarship Office determines eligibility and enters the awards into the PowerFAIDS system. The District Business Services Office draws down the funds from the U.S. Department of Education's Grant Management System, G5, three days prior to the disbursement date as federal guidelines require the funds must be spent within three days of receipt. After each check disbursement, the Student Financial Assistance and Scholarship Office and the District Accounting Office compare revenues and expenditures. The College complies with the Blue Book: Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs. An independent certified public accounting firm audits the Student Financial Assistance and Scholarship 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 (III.D.10-01).

Every College group or outside donor raising funds for College programs and scholarships is required to sign an account agreement with the Saddleback College 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. The account is assigned a name and given a code designation so it can be tracked in the Escape accounting system (III.D.10-02).

New account administrators are given a copy of the Saddleback College Foundation policy guidelines, procedures, and accepted nonprofit standards for fund expenditures (III.D.10-03). Money raised from fundraising activity is recorded on a Deposit Advice form (III.D.10-04). 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 Services Office. The District Business Services 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 parties, requisitions are sent to the District Business Services Office to be processed and have 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 by the foundation's Board of Governors Finance Committee at its regular meeting.

As discussed in III.D.5 above, the District and the College also have various controls in place that assure effective oversight of all financial matters for grants, externally funded programs, and contracts.

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 Business Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. 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.

Evidence:

III.D.10-01 SOCCCD Audit Report 2014-2015

III.D.10-02 Foundation Conditions and Criteria Application

III.D.10-03 Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards

III.D.10-04 Deposit Advice Form

Liabilities

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.

EVIDENCE OF MEETING THE STANDARD

The 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.

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 2015-2016. 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. 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.

ANALYSIS AND EVALUATION

The SOCCCD 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 were the District's basic aid status ever to change. Furthermore, property tax revenue collected over and above the SB 361 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 manage finances conservatively and allocate resources in a fiscally prudent and responsible manner to ensure needs are met on both a short-term and long-term basis. 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.

NO EVIDENCE CITED

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.

EVIDENCE OF MEETING THE STANDARD

The SOCCCD has prepared well for long-term financial obligations, such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations.

Governmental Accounting Standards Board (GASB) Statements 43 and 45 require annual reporting of post-employment benefit liability. These statements establish standards for the measurement, recognition, and display of 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 (III.D.12-01) was established to guide and oversee the implementation of the GASB standards. The Futuris program, administered by Keenan & 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, 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 California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) employer rates. The District has covered these increases for all unrestricted general fund employees through the 2020-2021 fiscal year by placing adequate funds in a trust account (III.D.12-02).

ANALYSIS AND EVALUATION

The SOCCCD'S annual OPEB obligation is fully funded, as are all compensated absences and other employee-related obligations. The District has also pre-funded the CalPERS and CalSTRS employee contributions through 2020-2021 and placed the funds into a trust account.

Evidence:

III.D.12-01 GASB 43 & 45 Compliance Plan

III.D.12-02 SOCCCD STRS & PERS Pension Rate Increase

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.

EVIDENCE OF MEETING THE STANDARD

The District has not issued any certificates of participation (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.

ANALYSIS AND EVALUATION

The College does not have difficulty meeting current obligations and does not have any long-term debt.

NO EVIDENCE CITED

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.

EVIDENCE OF MEETING THE STANDARD

The District and College carry no long-term debt, such as bonds or COPS, and have fully funded all other retiree post-employment liabilities. The College is not engaged in any lease purchase agreements, and all capital, including facilities, technology, and equipment are purchased outright on an annual basis as funding permits. The DRAC model ensures that the SB 361 calculation funds all ongoing operations and that the remaining funds are utilized for one-time needs and projects, such as capital outlay.

As discussed above in III.D.5 and III.D.10, the College and District use grant and foundation funds with integrity. College procedures ensure that grant funding receives appropriate

authorization from the BOT, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by District accounting staff to ensure proper oversight.

The College Foundation employs foundation fundraising guidelines to ensure that funds are raised and expended appropriately and with oversight by account administrators, cost center managers, and the Foundation's Board of Governors Finance Committee.

The College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses (III.D.14-01). 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 BOT.

ANALYSIS AND EVALUATION

The financial resources of the District and College are used with integrity and in a manner consistent with their goals. Funding from external sources such as the College Foundation, grants, and state categorical monies are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the College Strategic Plan and serve the needs of College programs.

The District and the College excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. Moreover, they are 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.

Evidence:

III.D.14-01 Foundation Budget of Operations Income and Expenses

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.

EVIDENCE OF MEETING THE STANDARD

The District is subject to an annual OMB A-133 audit which allows the auditor to express opinion on the District's compliance with major federal programs, including Title IV programs. For the years ending June 30, 2014 and June 30, 2015, the College did not receive any audit findings (III.D.15-01).

The 2012 three-year cohort default rate recorded in the Federal Student Aid database is 11.1% with 34 defaulters out of 306 borrowers in repayment, and the 2013 three-year cohort default rate is 10.8% (III.D.15-02). This rate is critical as the Department of Education uses this as a measure to sanction schools; institutions with cohort default rates of 25 percent or greater for three years are subject to sanctions.

The College Financial Assistance and Scholarship Office monitors the cohort default rate annually, and actively works to educate students on the responsibilities and consequences of borrowing. 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) and provide a copy of their loan debt summary; if a student has student loan debt incurred, he or she must also provide a copy of the calculator page showing the estimated repayment amount based on career objective.

ANALYSIS AND EVALUATION

The College's financial aid default rate for the last three years has been 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.

Evidence:

III.D.15-01 SOCCCD Audit Findings 2009-2015

III.D.15-02 Cohort Default Rate Report

Contractual Agreements

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.

EVIDENCE OF MEETING THE STANDARD

Contractual agreements with outside entities are governed by BPs and ARs, which are established to ensure that they are consistent with the mission and strategic goals of the College. This includes BP/AR 3101.5, Fiscal Management, which states that the District must maintain sound fiscal management that ensures all activities comport with the educational objectives of the District (III.D.16-01). The vice chancellor of business services manages all contracts and has the authority to approve all contracts that do not exceed \$100,000 (III.D.16-02). Contracts over that amount must be approved by the board. Ultimately, it is the responsibility of the BOT to

oversee all contracts and to ensure that they maintain the integrity of the programs, services, and operations of the District and College.

The District provides numerous resources, available on the District's SharePoint site, to assist individuals at the College to successfully implement contract processes (III.D.16-03). These resources include competitive bidding and public contracting guidelines, contract process guidelines, and a contract cover and routing sheet 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 implement this product to serve as a document repository 1) to ensure that contracts are appropriately executed and 2) to notify the appropriate individuals when contracts need to be renewed or rebid.

ANALYSIS AND EVALUATION

Contractual agreements established with external entities are consistent with the mission and goals of the College. Through their oversight, the BOT has ultimate responsibility to ensure that these contracts maintain the integrity of the College's programs, services, and operations. Managers who develop College contracts for approval by the vice chancellor of business services confirm adherence to BPs and are responsible for ensuring the contracts are consistent with the College's mission and goals. District administrators ensure that contracts are administered in adherence with all state and federal guidelines (III.D.16-04) (III.D.16-05).

Evidence:

III.D.16-01 BP and AR 3101.5 - Fiscal Management

III.D.16-02 BP 2100 Delegation of Authority to the Chancellor and BP 3200 Purchasing and Contracts

III.D.16-03 District Services Contracts and Guidelines SharePoint Site

III.D.16-04 BP 3200.1 Contracts

III.D.16-05 BP 3200 Purchasing

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 (SOCCCD) support a participatory governance model that encourages leadership at all levels of the organization in order to enhance institutional effectiveness in relation to student 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.

The delineation of roles within the District is defined in the following BPs:

- 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/AR 2120, Institutional Planning

These BPs are designed to ensure that the roles of the Board of Trustees (BOT), 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 BOT had adopted a variety of BPs and ARs that outline the fiscal practices of the District. These are included in the BP/AR 3000 series and include:

- BP and AR 3001, Delegation of Authority
- BP 3100, Budget Preparation
- BP 3100, Budget Management
- AR 3100, Budget Management-Transfer of Budget Appropriations
- BP and AR 3101.5, Fiscal Management

These BPs 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 Districtwide 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, nonresident fees, local income, miscellaneous income, and ending balances.

It is distributed to five areas:

- Saddleback College

- Irvine Valley College
- Contingency Reserve
- General Expenditures
- 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].

The participatory governance structure and process for the College is outlined in the SOCCCD Function Map, The College Governance and Organization Manual, the College Faculty Handbook, and the College Employee Handbook. In each of these publications, the roles and responsibilities which carry out this participatory governance are clearly delineated. This 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 BOT 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 improvement, and this facilitation of dialogue 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 the College’s Strategic Plan as well as the SOCCCD 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 and Budget Steering Committee (PBSC), and the Student Success Coordinating Council (SSCC). 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, 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 and Organization Manual. (Jennifer for any updates?)

The 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.

The EPA Committee works collegially with the faculty, staff, and administration on PRs, AURs, student learning outcomes (SLOs), institutional outcomes, and the resource allocation process.

The PBSC assists with institutional effectiveness, the resource allocation process, the Strategic Plan, the Governance and Organization Manual, integrity, and student success initiatives.

The Academic Senate is a partner for decisions involving curriculum, academic quality, online education, integrity, faculty hiring, faculty professional development, student success initiatives, the Strategic Plan, the resource allocation process, and fiscal stability.

The CS works collaboratively with the administration on classified staff professional development, integrity, student success initiatives, resource allocation, fiscal stability, and the Strategic Plan.

The ASG participates in decisions involving student clubs, student life, student welfare, scholarships, student success initiatives, and some resource allocation.

ANALYSIS AND EVALUATION

Both the College and SOCCCD 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.

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 effort to improve institutional efficiency, to enhance effective communication, or to resolve pressing issues. There is a concern, however, that this same dynamic review process does not function as effectively

with the participatory governance model. In addition, there have been some leadership changes in terms of regularly reviewing committees and structures. In an effort to realign various committees to the currency of the College in terms of various initiatives, the College conducted research and compiled inventory of all committees in 2016. The College also created an electronic committee request system that was designed to improve the process of data collection about committee interest. These efforts were intended to respond to committee interest, and to then synthesize various committees into a more robust structure that corresponded with the strategic mission and goals of the College. The goal of the inventory and research was also to render a clear picture on which committees were currently active, assess potential areas of committee redundancy, and to formally establish committees as inactive if meeting minutes or agendas were absent for a substantial period of time. This research also revealed the presence of several informal committees. In response, the College repositioned its approach to restructure informal committees as workgroups that would report back to a larger formal committee. When the Academic Senate and the College agreed upon the final inventory of current committees, the next step included creating a formal process for adding committees. As such, the Governance and Organization Manual was updated to include a process for submitting a request for a new committee through the College or through Academic Senate using the committee One Sheet. In addition, discussion of efficiency in committee structure and requests for new committees was brought into the function of PBSC to ensure that committees align with the institutional mission. Additionally, the Academic Senate regularly reviews committee proposals to support the goals for academic committees.

Evidence

- IV.A.1-01: BP 2101 Delegated Authority to the President
- IV.A.1-02: Saddleback College 2014 – 2020 Strategic Plan
- IV.A.1-03: EWD Plan
- IV.A.1-04: Economic Report
- IV.A.1-05: Annual State of the College
- IV.A.1-06: SOCCCD Function Map
- IV.A.1-07: Governance Manual
- IV.A.1-08: Faculty Handbook
- IV.A.1-09: Employee Handbook

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 BPs, ARs, 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 Policy and Administrative Regulation, outlines the process whereby Districtwide policies and regulations are developed and approved. This policy states that recommendations for new or revised policies and regulations may be made by the Academic Senate, CS, ASG, bargaining units, and administration.

The participation of faculty in the decision-making process is authorized by BP 2100.1, Delegation of 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 Employer-Employee Relations Act (HEERA), 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 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 SOCCCD BOT provide an opportunity for classified staff input on all matters that affect staff. There are four organizations within the SOCCCD that assume this role:

- 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 nonexempt classified employees other than police officers are represented by the CSEA. CSEA has the right to appoint the first representative to any committee and the SCCS 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 processes that significantly affect them and recognizes the ASG 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 College Governance and Organization 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 the District-wide Planning Council (DWPC) at the District and Planning and Budget Steering Committee (PBSC), and 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 the 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 BOT, and add action items to the agenda at these meetings. BP 128, Board Agendas, describes how individuals may request items be placed on the BOT 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 items that are on the agenda and items that are not.

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 BOT [EVI needed].

ANALYSIS AND EVALUATION

The District and College have established BPs, ARs, 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) BOT to increase the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty. The college president, the SOCCCD chancellor, and the SOCCCD BOT work closely with the College Academic Senate when making decisions on academic and professional matters. Similarly, the CS and the SOCCCD are discussing ways in which classified staff may have secure release time from their respective positions in order to help alleviate what the classified staff often perceive as a struggle with their limited ability to participate in governance processes while also meeting the demands and timelines specific to their positions on the staff of the College.

Evidence

- IV.A.2-01: BP 2101 Delegated Authority to the President
- IV.A.2-02: Saddleback College 2014 – 2020 Strategic Plan
- IV.A.2-03: SOCCCD Function Map
- IV.A.2-04: Governance Manual
- IV.A.2-05: Faculty Handbook
- IV.A.2-06: Employee Handbook
- IV.A.2-07: BP – 2001 Administration Organization
- IV.A.2-08: BP – 2100 Delegation of Authority to the Chancellor
- IV.A.2-09: 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

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

The 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 BPs and ARs.

Administration

The authority of the chancellor, as CEO of the District, and the college president, as CEO of the College, is codified by California Education Code §70902 and SOCCCD BPs. 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.

As the CEO, 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 CC, a participatory governance committee and the primary planning and decision-making body at the College. Additionally, the vice president of instruction leads the Vice President for Instruction Council. This committee is comprised of all instructional deans, department chairs, the chair of the Curriculum Committee, and certain staff from the Office of Instruction. Although this group functions more as an avenue by which the top administration can funnel information to these administrators (versus a forum for planning and decision-making), it remains an important forum for deans and department chairs across campus to exchange ideas, problem-solve, develop professionally, etc.

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 BOT recognizes the Academic Senates as the representatives 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.

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 is 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 BPs and implemented through the participatory governance committee structure of the District and College.

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

DRAFT

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

Through the creation, adoption, and implementation of BPs and ARs, the SOCCCD ensures that faculty and administrators have responsibility for recommendations about curriculum and student learning programs as well as student learning services. BP 2100.1, Delegation of Authority to the Academic Senate, delineates the scope of the College Academic Senate in response to Title 5, Sections 53200-53205. Consistent with Accreditation Standards, the BOT relies primarily upon the advice, counsel, and recommendations of the College Academic Senate on all and any academic and professional matters including:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures relating to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for Program Review.
10. Processes for institutional planning and budget development.
11. Other matters as mutually agreed upon between the SOCCCD BOT and the Academic Senate, or as otherwise provided by statute or regulation.

BP 2100.1 also specifies that policies and procedures addressing academic and professional matters are subject to creation or modification only through the processes of collegial consultation. The College Academic Senate honors requests from the SOCCCD BOT and/or its agents to review relevant policies, regulations, procedures, and guidelines at least every five years, or more frequently should the BOT and/or its agents believe that modifications are necessary or appropriate.

Multiple BPs have been developed to articulate how responsibility for recommendations about curricula and student learning programs and services are executed. The Academic Senate created

a college Curriculum Committee pursuant to BP 6100, Curriculum, which harmonizes with the scope of BP 2100. All established courses of instruction and educational programs at the College are prepared in compliance with guidelines from the California Community Colleges Chancellor's Office's (CCCCO) Program and Course Approval Handbook (PCAH).

Saddleback uses Governet software called CurricUNET for preparing and maintaining course outlines of record. Each new and revised course, both credit and noncredit, is scrutinized by faculty, including members of the curriculum leadership team, deans, and curriculum specialists before it is submitted for approval to the Curriculum Committee, a standing committee of the Academic Senate. Courses are then submitted for approval by the Academic Senate and the BOT before submission to the CCCCCO for approval. The Academic Senate requires that all Career and Technical Education (CTE) courses be reviewed and revised every two years and that all other courses be reviewed at least every five years.

The Academic Senate has a New Program Approval Policy and Process that faculty use in the creation of new programs. Again, following guidelines in the PCAH, programs are proposed using developed courses to meet requirements for certificates and degrees. CTE programs require labor market data to demonstrate need for a proposed program, and are additionally reviewed and endorsed by a regional CTE consortium as required by the CCCCCO. New and substantively changed programs are reviewed and approved by the Curriculum Committee, the Academic Senate, and the BOT on recommendation of the college president before being submitted to the CCCCCO for final approval. In addition, in compliance with California Education Code Section 78016, CTE programs are submitted for review by the BOT for documented labor market demand and evidence that they do not represent unnecessary duplication of other manpower training programs in the area.

The college president is the designated college administrator charged with forwarding curriculum to the SOCCCD chancellor and BOT. On this matter, BP 6100 sets forth the following clear and concise roles and responsibilities:

- All programs and courses approved by a college's Academic Senate are forwarded to the college president for his or her review. Once approved by the college president, the college president forwards the approved programs, courses, and recommendations for program deletions to the chancellor for his or her review and to the BOT for its review and final approval.
- No SOCCCD colleges may offer programs or courses that fail to meet the curriculum standards in the Program and Course Approval Handbook (PCAH), relevant state laws and regulations, and Accreditation Standards. If such a failure occurs, the college president shall direct the appropriate faculty immediately to conduct and complete curriculum review in order to bring the programs and courses into compliance.

The College also relies on its faculty and administration for recommendations about student learning programs and services. As such, the College, through policies and procedures, has well-defined structures to ensure that this reliance is both protected and maintained. New student learning program and service ideas may originate at any level of the institution. Grant proposals may be submitted to secure funds for pilot a program or service if there is faculty interest in championing a new initiative. Requests can be made through the resource allocation process for resources needed to pilot a new initiative. Programs and services are evaluated for effectiveness, and recommendations made by the faculty and administrators involved in institutionalizing successful new programs and services to a governance committee, such as the Planning and Budget Steering Committee or Consultation Council. Approval by the Consultation Council results in a recommendation to the president regarding new programs and services.

For example, a grant opportunity was provided by the Dell Foundation to implement an Advancement Via Individual Determination (AVID) for Higher Education program in fall 2013 with a cohort of financially needy students. Faculty involved in establishing the Student Success Coordinating Council championed the proposal, which was funded for three years. Resource requests to support the program were submitted and approved, and the program is currently undergoing analysis to determine if it should continue as it exists and become a national demonstration program for AVID for Higher Education.

ANALYSIS AND EVALUATION

The SOCCCD and the College meet the Standard.

Evidence

- IV.A.4.1 BP 2100.1, Delegation of Authority to the Academic Senate
- IV.A.4.2 BP 6100, Curriculum
- IV.A.4.3 Curriculum Committee
- IV.A.4.4 Education Planning and Assessment Committee
- IV.A.4.5 Online Education Committee
- IV.A.4.6 California Code of Regulations, Sections 66700, 70901, 78016, 70902
- IV.A.4.7 California Code of Regulations, Section 51022(b)
- IV.A.4.8 California Code of Regulations, Title 5, Sections 53200-53205
- IV.A.4.9 California Code of Regulations, Title 5, Section 55002(a)(1)
- IV.A.4.10 Saddleback College Curriculum Committee Bylaws (SharePoint address?)

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, on the District level, include the Districtwide Planning Council (DWPC), Board Policy and Administrative Regulation Advisory Council (BPARAC), and the Chancellor's Cabinet, among others. On the College level, these bodies include the PBSC and CC, among others. All of these bodies meet regularly at set times in established locations, and the respective meeting agendas are prepared and disseminated to committee members in advance 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. Minutes are also posted on the website and/or SharePoint site of the respective council, committee, or task force.

The BOT 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 as they speak on agenda 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, especially relating to areas in which specialized knowledge is required, to the decision-making bodies on campus. A complete list of

committees, along with some task forces, can be found in the Saddleback College Governance and Organization Manual and on the College website. Below is a flowchart showing how feedback from these bodies is incorporated into the decision-making processes of the College.

Recommendation also occur through the biennial program and administrative review processes, 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 subcommittee of the Academic Senate. This process is discussed in detail in II.x.xx.

Additionally, both the College and the District leadership understand the importance of the decision-making process based on reliance of accurate and timely data and metrics. To this end, the District and the colleges leadership have embraced an ongoing conversation that promotes the addressing of barriers that were getting in the way of effectively make decisions utilizing data and metrics. A Districtwide barriers committee was established to provide recommendations to improve the process.

These recommendations included:

- Improve the usability of the data used in decision-making
- Evaluate products that allow for self-service data mining and analysis
- Increase the Districtwide commitment to data-based decision-making
- Improve transparency in the decision-making process
- Provide instructions and training related to accessing data

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 meet on a regular basis at set times and locations in order to ensure maximum opportunity for participation.

Data-supported decision-making has been supported at the College and District level. Financial decisions are based on information provided by College or District data warehouses that are made available through data management systems such as inForm and research provided by District and College research departments.

Evidence

- IV.A.5-1 *Saddleback College Governance Manual*
- IV.A.5-2 Barrier #2 Final Recommendation Summary, July 2014

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 BPs and ARs that describe decision-making processes are posted on the District website, where they are available to all employees and the general public. Changes to BPs and ARs go through a participatory governance process and are distributed through each of the representative group bodies. BP changes must be approved by the BOT, 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 and Organization Manual. The processes and procedures outlined in the manual are developed by 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 Office of Planning, Research, and Accreditation (OPRA) website. The manual 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 webpage. The manual is also available internally on SharePoint.

The BOT and the 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 highlights 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 all councils and committees not covered by the Brown Act are included in the minutes of meetings and posted on the SharePoint sites for each committee. In addition, representative group members of these councils and committees are tasked with bringing 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 BPs, ARs, 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 BOT and the Academic Senate. Information regarding decisions made in Districtwide and College councils and committees not covered by the Brown Act is also distributed through 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 Planning and Governance Manual

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

The College regularly reviews and re-evaluates its leadership roles and its governance and decision-making policies, procedures, and processes in order to ensure their integrity as well as their effectiveness. Additionally, the 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 the ever-evolving roles and responsibilities of its leadership.

Through the BPARAC, BPs and ARs 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, the 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 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

Within these focal areas, the assistant vice president of institutional effectiveness's role is

1. to ensure institutional effectiveness, quality instruction, student learning, and instructional services at the College.

2. to ensure that all constituent groups have an opportunity in the governance of 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 Collegewide.
4. to perform assigned duties in compliance with applicable state and federal regulations and guidelines, SOCCCD policies and procedures, and the College's educational goals and objectives.

And additionally, the assistant vice president of institutional effectiveness charge includes

1. fostering a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the SOCCCD.
2. participating actively in and supporting Districtwide participatory governance components and activities and other collaborative processes.
3. encouraging professional excellence among staff.
4. promoting an organizational culture of customer service, innovation, and quality services.

ANALYSIS AND EVALUATION

The 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 Planning and Governance Manual
- IV.A.7.5 Saddleback College Faculty Handbook
- IV.A.7.6 Saddleback College Employee Handbook
- 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

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 college 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 BPs. As such, the college president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, as well as 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 BOT. 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 PET, which is composed of the president and vice presidents at the college; the Management Team, a committee composed of all administrators and managers; and CC, a participatory governance committee and the primary planning and decision-making body at the College.

The duties and responsibilities of the president as stipulated by BP include the following:

- Provides leadership for the educational programs of the College, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provides leadership for student support services necessary to ensure student access to College programs.
- Directs all aspects of College personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.
- Directs the development and management of annual College budgets, in accordance with accepted governance and accountability standards.

- Oversees and provides 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.
- Ensures that all plans consider Accreditation Standards and student success issues and that they drive the budget and resource allocation decision-making.
- Maintains an effective administrative organization and delegates appropriate responsibilities to the College administrative staff.
- Implements a college governance program which is participative, accountable, and effective.
- Promotes effective communication within the College, with the District, and with the BOT.
- Represents 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 CEO, the 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 https://www.saddleback.edu/opra/strategic-planning	
IV.B.1-10	Saddleback College Education Plan http://www.socccd.edu/about/documents/2011SOCCCDMPVolume2_SaddlebackEMP.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

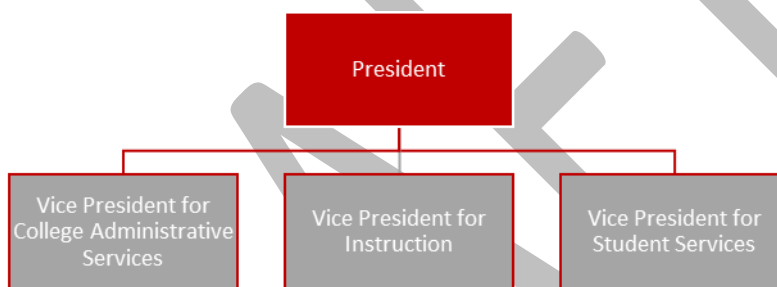
<https://www.saddleback.edu/tmp/Technology-Plan-Fall11.pdf>

DRAFT

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 President’s Executive Team (PET)

The current president also instituted two additional bodies to extend participatory governance and empower leadership at the College. These are Management Team (MT) and CC. MT, which is composed of all college managers and administrators, meets biweekly and is chaired by the president. The purpose of MT is to provide an opportunity for leadership to discuss issues—including accreditation, strategic planning, budget, and governance—pertinent to College decision-makers and supervisors. (EVI-governance manual). CC is composed of representatives from all College constituent groups. It meets biweekly and is chaired by the president, who serves as a nonvoting 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. 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

In order to achieve the mission of the College and to improve institutional effectiveness, the president delegates responsibility and authority to all managers and administrators consistent with their responsibilities as listed in their job descriptions.

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 CEO 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 Planning and Governance Manual	
IV.B.1-15	Saddleback College Organization Structure	
IV.B.1-16	Saddleback College Function Map	

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 college president guides institutional improvement of the teaching and learning environment by maintaining collegial processes that set values, goals, and institutional priorities. The college president does this by engaging in the 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 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 created an environment in which constant improvement and institutional effectiveness has promoted student achievement and student success.

Through several mechanisms, the 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 PRs, AURs, SLOs, and Administrative Unit Outcomes (AUOs) into ongoing evaluation and planning.

The 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 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 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 CC for deliberation and for a recommendation to the president for action.

Using the consultative process, the president accepted the recommendation of the governance group leadership and the CC to expand the College's research office by hiring a director of research, planning and accreditation. This position reports directly to the president through the Office of the Vice President of Instruction. OPRA provides institutional data collection and analysis on internal and external conditions that is 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 CC. The input provided by the director of OPRA serves to reinforce the requirement that decisions are guided by institutional research, adhere to the College Strategic Plan, and are consistent with the College's Mission, Vision, and Values.

Again, as part of the consultation process, the president, after analyzing the roles and responsibilities of the Office of Instruction, determined the need for the creation an assistant vice president position focusing on institutional effectiveness. This new upper-management position reports to the president through the Office of the Vice President of Instruction and oversees Collegewide research, curriculum, ... [need to get Chris' job description]

Collaborating with the Academic Senate, the president supports and advocates for the appointment of a full-time faculty member to establish and to lead the EPA Committee and another to lead the PR process. These two positions work together to assist faculty, staff, and management in the assessment of SLOs and AUOs and create data-based reports for use in PR and AURs.

ANALYSIS AND EVALUATION

The College meets the Standard.

Evidence

- IV.B.3-1 Saddleback College Planning and Governance 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 VP/IE

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 working to ensure that the College 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, rather, 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 twice monthly throughout the self-evaluation process. At these meetings, the chairs of each of the Standards report 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 regard to 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 addressing the Standards, particularly as related to the role of the board, the chancellor, and District Services in supporting College processes.

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, which includes faculty, staff, administration, and students that encourages broad participation in this process. Moreover, the president attends the Accreditation Steering Committee regularly and participates in the development of self-evaluation reports.

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 | |

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 is responsible for the implementation of all statutes, regulations, and BPs 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 as well as with the effective control of the College budget and expenditures.

Per BP 2101, 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 BOT 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 BPs and ARs. The president also meets regularly with the chancellor and works closely with the district director of public affairs and government relations to discuss changes to laws and regulations at the local, state, and federal levels.

When new, revised, and deleted BPs and ARs are proposed by BPARAC, the president provides input and 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 college president effectively controls the College budget and 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 decision is linked to the Strategic Plan and to the PR and AUR. Moreover, the College had established sound fiscal practices and processes that have consistently produced balanced budgets. These practices have resulted in 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 the aforementioned 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.

ANALYSIS AND EVALUATION

The president is responsible for ensuring the implementation of statutes, regulations, and BPs and for ensuring that institutional practices are consistent with the College's mission and policies. PET and leadership committees are consistently involved with monitoring compliance with all statutes, regulations, and BPs. 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 College budget is monitored through internal controls, including 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

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, 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 college president annually invites all senior administration and trustees from the surrounding school districts to meet with College personnel, who 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 7000 graduating high school seniors welcoming them to the 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 College Senior Day is the largest planned gathering and planned student-focused outreach effort performed by the College, the president is also actively involved in the following student-focused outreach programs hosted 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, the 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 the College. 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

coordinates donations to the College, and it is organized exclusively for charitable and educational purposes as a 501(c)(3) of the Internal Revenue Code. The College Foundation is recognized as an auxiliary organization and operates under the guidelines established by BP 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 president to oversee the alignment of the 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 College Foundation, the president has established the President's Club. The President's Club comprises individual and corporate members who join with the 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 surrounding communities, the president created the Economic and Workforce Development Office headed by the director of economic and workforce development. Under the guise of the 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 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 College website 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 the 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.)

ANALYSIS AND EVALUATION

The president works and communicates effectively 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, Auxiliary Organizations
- IV.B.6-2 Internal Revenue Service, Section 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

The College exists under the auspices of the SOCCCD. As the governing board for the College, the SOCCCD BOT, with the assistance of the district chancellor, has both the responsibility and the authority to establish policies to assure the quality, integrity, and effectiveness of 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, outlines 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 and Administrative Regulation Advisory Committee (BPARAC), which includes representatives from all constituent groups in the District, is responsible for regularly evaluating BPs 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 |

ANALYSIS AND EVALUATION

As established in policy and law—especially as it pertains to financial stability and the academic quality, integrity, and effectiveness of student learning programs—the SOCCCD board has authority over, and responsibility for, all aspects of the District and its colleges. 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 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

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 SOCCCD BOT 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 that 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, 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 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 viewing.

ANALYSIS AND EVALUATION

SOCCCD has developed and approved BPs that outline the ethical conduct for all elected board members; this specified conduct includes the requirement that the board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the board 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

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 of these policies include BP 146, Chancellor Succession; BP 148, Evaluation of the Chancellor; and BP 4011.6, Employment Procedures for Chancellor. When taken in total, these three BPs clearly delineate the rules and requirements for hiring and evaluating the SOCCCD CEO. BP 146 delegates authority to the current chancellor to appoint an acting chancellor to serve in his or her absence for short periods 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 criteria for evaluation are 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 college president.

ANALYSIS AND EVALUATION

As established by BP, 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 BPs 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.

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 BOT is an autonomous 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 BOT is comprised of seven members, each of whom resides in the geographical area he or she represents. Board members 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 they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. They must also hold the educational welfare and equality of opportunity of the students of the District as their primary concern. 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 for the interests of both of the public and District through their interaction with the community, legislators, local organizations, and students. Furthermore, as discussed in BP 130, Public Participation at Board Meetings, the board encourages public participation at their 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 transparency in all of its decision-making, the board conducts all District business in open public meetings, with the exception of legally-permitted closed sessions 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 information includes BPs, board self-evaluations, meeting agendas and minutes, and other relevant information.

ANALYSIS AND EVALUATION

The College meets the Standard.

Evidence

IV.C.4-1 Board of Trustees
https://www.socccd.edu/about/about_board.html

DRAFT

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. The district/system'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.

EVIDENCE OF MEETING THE STANDARD

The board adheres to strict budget planning guidelines and fiscally conservative values. It maintains authority over all legal matters and decisions. The board ensures educational quality through BPs governing students and instruction. 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 board routinely invites presentations on student success initiatives. The board has invested additional support toward the development of highly innovative technology tools which support educational quality and student success.

The first four pages of the District's Adopted Budget provide an overview of budget planning efforts, major capital projects, technology initiatives, budget resources, priorities, and the board's governing values regarding resource allocation.

Board presentations on Student Success – ESL & Basic Skills, Financial Aid, Learning Resource Center Tutorial Programs, Saddleback Learning Resource Center Tutorial Programs, Student Success Summits, College Scorecards, Enrollment Management plans, and Career Technical Education Certificate programs.

The District Resources Allocation Council (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.

ANALYSIS AND EVALUATION

The SOCCCD meets the standard.

Evidence

IV.C.5-1 BP-101: Missions

http://www.socccd.edu/about/about_boardpolicy1.html

IV.C.5-2 Board Policy series 5000 (Students)

http://www.socccd.edu/about/about_boardpolicynew.html

IV.C.5-3 Adopted Budget

<https://www.socccd.edu/businessservices/documents/2015-2016AdoptedBudget.pdf>

IV.C.5-4 Student Success Suite Overview (technology investment):
http://www.socccd.edu/technologyandlearning/tl_projects_student.html

IV.C.5-5 BP-3110: Basic Aid Funds Allocation Process

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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 BOT, in their efforts to validate and to support transparency in all decision-making and business, publish the District's bylaws and policies specifying the size, duties, responsibilities, structure, and operating procedures of the BOT. These policies are published on the District's website, where there are links to the District's BPs both from the homepage as well as from the SOCCCD BOT pages.

The BPs which delineate the structural and operational matters pertaining to the board are contained within the 100 series – Bylaws. These BPs 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 for 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 board
- 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 sessions
- 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

- 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 board's commitment to fostering a climate of mutual respect, cooperation, and civility

ANALYSIS AND EVALUATION

The BPs 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
IV.C.6-3	BP 103, Board Membership
IV.C.6-4	BP 104, Student Member of the Board of Trustees
IV.C.6-5	BP 105
IV.C.6-6	BP 106
IV.C.6-7	BP 108
IV.C.6-8	BP 109
IV.C.6-9	BP 110
IV.C.6-10	BP 112
IV.C.6-11	BP 118
IV.C.6-12	BP 120
IV.C.6-13	BP 122

IV.C.6-14	BP 124
IV.C.6-15	BP126
IV.C.6-16	BP128
IV.C..6-17	BP 136
IV.C.6-18	BP 154
IV.C.6-19	BP 158
IV.C.6-20	BP 172
IV.C.6-21	BP 180

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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 BOT performs its duties and fulfills its responsibilities in a manner consistent with its BPs 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 BPs 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 BPs is BPARAC, as directed by AR107. BPARAC is a Districtwide participatory governance committee tasked with systematically reviewing and updating BPs and ARs. When reviewing BPs, BPARAC considers recommendations by the Community College League of California (CCLC) and changes to state and federal law. Whenever BPARAC members deem and approve revisions, updates, or deletions from a BP or AR, the changes 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 agendaized the first time as "acceptance for review and study" and the final time as "approval." (Minutes) Once approved, revised, and updated, policies and/or ARs 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 Districtwide Committees.

ANALYSIS AND EVALUATION

As is clearly evident in the posted agendas, minutes, and videotapes of their board meetings, the SOCCCD BOT acts in accordance with established policies and bylaws. BPs are also reviewed regularly and revised as needed by all participatory governance groups through BPARAC and Chancellor's Council and by the BOT.

Evidence

IV.C.7-1 BP-107 Board Policy and Administrative Regulation

DRAFT

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 rates. Presentations are made annually in public board meetings to review and discuss the Student Success Scorecard and other metrics. The Scorecard provides indicators of the colleges' performance regarding remedial instruction, job training programs, retention of students, and graduation and completion rates.

ANALYSIS AND EVALUATION

SOCCCD and the College meet the standard.

Evidence

IV.C.8-1 http://www.socccd.edu/board/highlights/documents/Scorecard2015PresentationBOT_Final.pdf

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 BOT has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the BOT. Additionally, the SOCCCD has mechanisms in place to provide continuity of BOT 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 of the office of the chancellor and trustee services. They also meet with the vice chancellor of business services, the vice chancellor of human resources and employer/employee relations, and the vice chancellor of 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. These conferences include 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 to professional development is evidenced by budget allocations allowing each trustee to participate in regional meetings and workshops and up to two 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 whom 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 College and Irvine Valley College, with election alternating 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 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 continue 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

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 BOT conducts an evaluation of its performance in order to continually assess its effectiveness. This 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. The board fully reviews the surveys and board goals in an effort toward continual improvement and effectiveness.

The BOT also holds periodic trustee listening sessions for classified staff and faculty to hear issues. These sessions are publicized Districtwide. The board may subsequently ask the chancellor to follow up on any concerns or 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 dialogue with board members.

ANALYSIS AND EVALUATION

The SOCCCD meets the standard.

Evidence

IV.C.10-1 BP 172: Board Self Evaluation

IV.C.10-2 Board of Directors Self Evaluation Results

<https://www.socccd.edu/about/BoardSelfEvaluation2015.html>

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 BOT holds itself—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 as well as clear and thorough guidelines for enforcing these standards of practice. The policy mandates standards of practice related to conflict of interest in financial dealings and nepotism, board decision-making, confidentiality, the protection of public funds, nondiscrimination, the primacy of the educational welfare and equality of opportunity for students, 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 AB1234, Chapter 700, Statutes of 2005 (through the California Fair Political Practices Commission), and in its effort to support the BP 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.

As outlined in BP and AR 154, Conflict of Interest, 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. 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 Interests Form (Form 700) with the filing officer in the Office of the Vice Chancellor of Business Services. This form is then forwarded to the Orange County Board of Supervisors. Failure to comply in a timely manner with this policy 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 BOT 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.

ANALYSIS AND EVALUATION

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 to file an annual Statement of Economic Interests 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

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 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: Irvine Valley College and Saddleback College. The SOCCCD BOT has approved BPs 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 pertinent policies are BP 2100, Delegation of Authority to the Chancellor, and BP 2101, Delegation of Authority to the College President. Furthermore, the chancellor has overseen the development of additional documents to clarify roles and responsibilities in the District. These documents include the District-wide Planning and Decision Making Manual and the Districtwide Function Map—both of which were developed through the District-wide Planning Council (DWPC), a participatory governance council with membership from all constituent groups within the District—as well as 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, 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 the Chancellor’s Opening Session during Professional Development Week each year. The chancellor also meets with all new full-time 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 is sometimes used to help clarify District functioning. For example, in the *Chancellor’s Perspective* from June 18, 2015 (<https://www.socccd.edu/RolesandResponsibilities.htm>), entitled “Roles and Responsibilities,” the chancellor reviews the roles of the board, chancellor, and college presidents. In it, he delineated the roles and responsibilities of each party as follows:

The Board

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 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 SOCCCD 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 service areas for each college in the District. This ineffective delimitation and unsatisfactory definition of each college's outlining allocation has been cause for what some perceive as less-than-honest efforts of one college or the other to go beyond the bounds of a given college's defined service areas, thus creating a less-than-amiable relationship of trust and collaboration.

Additionally, the College and District have worked to improve this communication and decision-making barrier between the two colleges and the district office. The Districtwide effort to address this matter included the Barriers to Mutual Respect, Cooperation, and Collaboration Workshop, a dialogue wherein the colleges and District were represented by governance groups and stakeholders. The workgroup recommended improved dialogue between the colleges and District and the promotion of respectful interactions and greater understanding regarding specific roles and responsibilities.

Action Plan

In response to the somewhat ineffective District-imposed service areas on the colleges, in April 2016 the College's Academic Senate reviewed the salient points of the history of the service area and the service-area boundaries, as well as how and why this area and these boundaries no longer serve the better good of either Irvine Valley College or Saddleback College. The College's Academic Senate then unanimously passed a resolution entreating the SOCCCD 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
- IV.D.1-6 Barrier #1 – Unhealthy competition within and between IVC, Saddleback, and District

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 BP, 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

These policies are communicated by the chancellor in a variety of ways, including through the posting of BP 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.

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 Districtwide participatory governance committees and councils, including:

- Basic Aid Allocation Recommendation Committee (BARC)
- Board Policy and Administrative Regulation Advisory Council
- Business Continuity Planning Committee
- Capital Improvement Committee (CIC)
- Chancellor's Council
- District Online Education Committee
- District Resource Allocation Committee (DRAC)
- District-wide Planning Council
- District-wide Technology Committee
- Learning Services Coordinating Committee

There are several functions that are centralized in District Services. These functions 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 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 Districtwide 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 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. This coordination includes notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information Districtwide; coordination of Districtwide events, such as the Chancellor's Opening Session during Professional Development 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 through a biannual 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 administrative unit reviews, which include goals, action steps, and documented outcomes (link to AUR).

ANALYSIS AND EVALUATION

The SOCCCD meets the Standard.

Evidence

- IV.D.2-1 BP-112, Duties and Responsibilities of the Board of Trustees
- IV.D.2-2 BP-2100, Delegation of Authority to the Chancellor
https://www.socccd.edu/about/about_boardpolicy3.html
- IV.D.2-3 BP-2100.1, Delegation of Authority to the Academic Senate
- IV.D.2-4 BP-2100.2, Role and Scope of Authority of the Academic Senates
- IV.D.2-5 BP-2101, Delegation of Authority to the College President
https://www.socccd.edu/about/about_boardpolicy3.html

- IV.D.2-6 BP-3001, Delegation of Authority
- IV.D.2-7 BP-4309, Duties and Responsibilities of the Faculty
- IV.D.2-8 BP-4056, Classified Employees Participation in Decision Making
- IV.D.2-9 BP-5627, Student Participation in Governance

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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 the 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 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.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.

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); these reports include 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).

ANALYSIS AND EVALUATION

The District has a long history of financial conservatism. 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 statuses. Through the effective control of expenditures, District Services and the colleges have consistently had positive ending balances and a healthy reserve each year.

The District's Fiscal Services Department processes and facilitates the distribution of resources to the colleges in accordance with the DRAC model, state and federal categorical fund allocation guidelines, and BPs. Resources allocated to the colleges are based on both state-mandated guidelines and board-approved budget guidelines.

The College has been concerned about the perception that decisions made by District have lacked transparency and adherence to established policies, procedures, and protocols. This concern has been expressed to District leadership. In an effort to improve the relationship between the College and District, two workgroups were established to address the concerns and their effect on maintaining effective relationships between Saddleback College, Irvine Valley College, and the district office. The recommendations from these two workgroups promoted collegial interaction, defined roles and responsibilities, and improved communication. The recommendations from the workgroups are still being reviewed and implemented by the colleges and District.

Evidence

- IV.D.3-1 BP 3100, Budget Preparation
- IV.D.3-2 BP 3101, Budget Management
- IV.D.3-3 BP 3101.5, Fiscal Management
- IV.D.3-4 Budget Development Guidelines
- IV.D.3-5 Barrier #3 – Circumvention and lack of established policies, procedures, and protocols
- IV.D.3-6 Barrier #4 – Lack of district-wide perspective and mutual understanding and acceptance of the roles of each college and district services

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 BP 2100, Delegation of 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 colleges without interference (BP 2100).

BP 2100 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 by the District as evidenced in the adopted Districtwide Function Map, which delineates the distinction between the authority of the chancellor and that of the president. Through the evaluation process, the chancellor holds the college presidents accountable for the colleges' performance; however, the college presidents have the ability to direct the colleges and implement board policy without interference.

ANALYSIS AND EVALUATION

The chancellor delegates full responsibility and authority to the college presidents to implement BPs and ARs without interference. The college presidents serve as the CEOs of the respective colleges. As such, they are responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of each 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

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

The chancellor chairs the DWPC, which includes representatives from both colleges and District Services. The purpose of the council is to coordinate all Districtwide planning.

The DWPC is the primary body that led the creation of the *SOCCCD District-wide Strategic Plan 2014-2020*. The plan includes shared goals, objectives, and key performance indicators—all of which were developed over a two-year period that included over 100 hours of meetings, review, and discussion on priorities from both colleges and District Services. The DWPC meets twice a semester and holds an annual retreat to monitor and evaluate progress on the Strategic Plan and planning processes.

Evidence

- IV.D.5-1 District-wide Planning
<http://www.socccd.edu/about/DWPlanning.htm>
- IV.D.5-2 District-wide Strategic Plan 2014-2020
<http://www.socccd.edu/about/documents/SOCCCDDistrictwideStrategicPlan2014-2020.pdf>
- IV.D.5-3 District-wide Planning and Decision Making Manual 2015-2020
<http://www.socccd.edu/about/documents/SOCCCDDistrictwidePlanningandDecisionMakingManual2015-2020.pdf>
- IV.D.5-4 BP 2120 – Institutional Planning
<http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-2120-Institutional%20Planning.pdf>
- IV.D.5-5 AR 2120 – Institutional Planning
<http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-2120AR%20Institutional%20Planning.pdf>
- IV.D.5-6 District Services Administrative Unit Reviews
<https://sharepoint.socccd.edu/chancellor/dp/dspc/Shared%20Documents/Forms/AllItems.aspx>
- IV.D.5-7 District Services Survey results
<https://sharepoint.socccd.edu/chancellor/dp/dspc/Shared%20Documents/Forms/AllItems.aspx>

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

The chancellor meets weekly with the college presidents to discuss executive issues and to maintain a high level of communication to ensure seamless operation of the colleges.

The district director of public affairs and government relations in the Chancellor's Office reports outcomes from board meetings via Board Highlights, a summary sent out via email Districtwide following each regular board meeting. These outcomes are also posted on the District website. The College's director of marketing and communications sends the College's weekly newsletters and announcements to all District Services and College employees. There is a high level of communication and coordination between District Services and the College.

Chancellor's Council meets monthly to discuss Districtwide 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 director of public affairs and government relations sends out announcements from District Services departments via Districtwide email to ensure a high level of effective operations and constant communication with employees.

ANALYSIS AND EVALUATION

The SOCCCD meets the Standard.

Evidence

- | | |
|----------|--|
| IV.D.6-1 | Board Meeting Highlights
https://www.socccd.edu/about/about_board_meeting.html |
| IV.D.6-2 | District-wide Planning and Decision Making Manual 2015-2020
http://www.socccd.edu/about/documents/SOCCCDistrictwidePlanningandDecisionMakingManual2015-2020.pdf |

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

The chancellor meets regularly with his executive team for advisory discussions on Districtwide items that may need recommendations or decisions by the chancellor and the BOT.

Additionally, the chancellor co-chairs the DWPC which reviews priorities in College and District Services planning agenda items and utilizes the Districtwide Planning and Decision Making Manual, a document which outlines the philosophy of decision-making; provides guiding principles; defines participation; and explains the development of integrated planning between the colleges and District Services. The manual also outlines budget priorities for planning.

The chancellor communicates the results of major decision in the Board Highlights, *Chancellor's Perspective* Newsletters, and District Updates sent out in Districtwide emails.

The *District-wide Planning and Decision Making Manual 2015-2020* outlines the timeline for major updates and revisions to major planning documents. Additionally, the District conducts a Districtwide climate survey every two years and annual Districtwide committee self-assessments.

The SOCCCD District-wide Function Map – currently being updated with ACCJC standards 2015 – narrative and assignment of responsibilities. The last function map was created with the previous standards from 2010.

In addition to the timeline outlined in the Districtwide Planning and Decision Making Manual, the chancellor coordinates and evaluates the following activities as part of District Services' annual assessment process, and Districtwide communications are sent out on these evaluations:

- Annual SOCCCD Board of Trustees' Self-Evaluation and Workshop
- <http://www.socccd.edu/about/BoardSelfEvaluation2016.html>
- District Services Administrative Unit Review

ANALYSIS AND EVALUATION

The SOCCCD meets the Standard.

Evidence

IV.D.7-1 Chancellor's Office- Perspective Newsletters

http://www.socccd.edu/about/about_chancellor_newsletters.html

- IV.D.7-2 District-wide Planning and Decision Making Manual 2015-2020
<http://www.socccd.edu/about/documents/SOCCCDistrictWidePlanningandDecisionMakingManual2015-2020.pdf>
- IV.D.7-3 Annual SOCCCD Board of Trustees' Self-Evaluation and Workshop
<http://www.socccd.edu/about/BoardSelfEvaluation2016.html>
- IV.D.7-4 District Services Administrative Unit Reviews
<https://sharepoint.socccd.edu/chancellor/dp/dspc/Shared%20Documents/Forms/AllItems.aspx>

Quality Focus Essay:

During the process of compiling its Accreditation Report, the College assessed the extent to which it evaluated the accomplishment of its 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 bimonthly basis to review its progress on the Accreditation Report and to discuss topics that were relevant for the Quality Focus Essay (QFE). In summer 2016, the Accreditation Steering Committee, informed by discussions with stakeholders across the College, agreed that the QFE would focus on two areas: student success metrics for institutional effectiveness and online education.

Action projects were developed for each of these topics. The table below identifies the relationship of these action projects to the Accreditation Standards:

Action Project	Standards Related to Action Project		
Student success metrics for institutional effectiveness	I.A.2	I.B.4	I.B.9
	I.A.3	I.B.5	I.C.2
	I.B.1	I.B.6	IV.A.1
	I.B.3	I.B.8	
Online education	I.A.1	II.A.4	III.A.2
	I.A.3	II.A.5	III.A.3
	I.A.4	II.A.7	III.A.5
	I.B.1	II.A.9	III.A.6
	I.B.2	II.A.10	III.A.7
	I.B.3	II.A.12	III.A.14
	I.B.5	II.A.16	III.B.1
	I.B.7	II.B.1	III.B.2
	I.B.9	II.B.2	III.B.3
	I.C.1	II.B.3	III.B.4
	I.C.2	II.C.1	III.C.1
	I.C.4	II.C.2	III.C.2
	I.C.7	II.C.3	III.C.4
	I.C.8	II.C.5	III.C.5
	II.A.1	II.C.7	III.D.1
	II.A.2	III.A.1	IV.A.4

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

Action Project One: Student Success Metrics for Institutional Effectiveness

Introduction: 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. Statewide 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 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 the process of embedding 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 aligned with the mission, vision and strategic plan of the college. That is, data conversations about key student success metrics should affect the strategic planning process, so that the goals of the College are on par with expected trends in student success metrics, such as those displayed in the CCCO Scorecard or by institution-set standards.

A critical aspect of measuring institutional effectiveness resides within the process of focused goal-setting for the College. When goals appear arbitrary, the college's members may not understand the rationale for a predetermined target. With meaningful goal setting at the course, program, department, or administrative unit or student service level faculty, staff and administrators will be motivated to not only meet federal mandates, but to make changes to improve student achievement and outcomes on a daily basis. Guided by these goals, incremental changes that ensue become enacted college wide and align with appropriate success and achievement metrics. When these goals are richly documented in terms of their rationale, context, and history, the institution gains progress with respect to its own aspirations in addition to what might be required for external accountability, including accreditation. The College, in turn, has greater visibility into allocating resources and creating action steps that would affect changes at the institution. In other words, priorities for funding physical, technological, or human resources are adequately connected to goals because the goals are fully understood and, in turn, guiding activities.

Identification of the Problem and Action Project

At present, the College has a variety of platforms upon which data and broad goals are displayed. These platforms include Districtwide strategic planning, Collegewide strategic planning, and planning that occurs within programs, student support, and administrative units. Apart from goal-setting, the College also has the inFORM Data Warehouse with which virtually every employee of the campus can access data. The problem is not access to data, but instead a lack of 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 goals, findings, objectives and action steps. One possible reason for this is that the Office of Research, Planning and Accreditation (OPRA) did not have the charter or leadership to data-mine various trends in order to uncover the real “data story” behind patterns. OPRA has now undergone a leadership transition and has had significant professional development on mining data specifically for the purposes of uncovering these “data stories” from just a few pieces of the initial student success metrics.

The process of presenting goals relative to student success metrics first began by inviting the College into a discussion of metrics and goals at the College's first annual Student Success Metrics Summit in spring 2016. At this event, OPRA educated the College community about various metrics and also enhanced awareness among faculty, staff, management, 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. As the College's stakeholders 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.

As it was the first of its kind, the Student Success Metrics Summit had a clear educational role. Faculty, staff, management, and students were provided with information about the 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 about how these metrics tied into the College's Strategic Plan. Individuals most wanted to know how these student success metrics influenced the College's Strategic Plan and how they informed the resource allocation and prioritization process. Based upon these findings, the college raised the need for data integration into planning to the level of needing a QFE.

Desired Goals/Outcomes: Student Success Scorecard and Institution-Set Dashboards for Goal-Setting

OPRA has been trained in data dashboard visualization and deployment through a well-respected business intelligence software company, Tableau. For this action project, the goal includes three broad areas:

- **Reflection and Assessment of Program Standards:** OPRA will create a first-pass for calculating program-level institution-set standards for review and input from division deans and department chairs using the calculation adopted for institution-wide set-standards. Feedback will be gathered and incorporated into program review.
- **Tool Creation:** OPRA will create innovative data visualizations that can profile cohorts of students across a broad array of indicators on the Scorecard 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.
- **External and Internal Support and Feedback:** In addition to soliciting feedback from shared governance groups on campus (including management, Consultation Council, the Classified and Academic Senates, and the Associated Student Government), the College will seek out consulting resources to ensure that dashboard utilization is integrated with the current culture of decision-making at the College.
- **Professional Development:** Professional development will be provided for faculty, administrators, and staff so that these dashboards can be utilized effectively with OPRA to support planning, decision-making, and to continually improve outcomes.
- **Date-Informed Planning:** Management, faculty, and staff will be encouraged and supported to use the dashboards and to reference them in relationship to their activities that support a goal or objective of the Strategic Plan, or any other plans utilized on campus (such as the Distance Education Plan or the Technology Plan).

Timeline and Plan for Action Project One

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Distribute a first-pass approach to creating program-level standards for review among deans and department chairs.	October 2016	January 2017	OPRA, EPA, Deans, Department Chairs	TracDat, SIS	Feedback on standards from division deans and department chairs
Integrate program-	February 2017	August	OPRA, EPA,	TracDat,	Proof of

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
level standards into program review template/process		2017	Deans, Department Chairs	Survey data, SIS	integrated program-level standards in program reviews
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 the use of dashboards for goal-setting.	April 2017	April 2017	OPRA, consultant, OHR	OHR, consultant, feedback from shared governance groups	Completion of professional development templates
Collect feedback on pilot rollout of using the 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
Confirm approval of integrated metrics.	November 2018	November 2018	Consultation Council, president	Consultation Council and president	Success metrics integrated into

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
				approval	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	TracDat system for resource allocation process	Success metrics integrated into resource allocation prioritization process

Action Project Two: Online Education

Introduction: Online Education

Given the recent initiatives connected to online education (referred to as distance education (DE) in the Accreditation Standards) at the state level, increased attention to learning management systems (LMSs) and support services, and changes in Accreditation Standards relating to online education, online education has become a major area for Collegewide reassessment and reconsideration. Moreover, the changes in enrollment patterns at the 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 growth 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 action project 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 and Action Project: A Need for Systematicity

The institution does not currently have an Online Education Plan, and this is due in part to changes in leadership. In 2011, the Division of Online Education and Learning Resources (OELR) 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 dean was hired; a permanent dean was selected in August 2016. Therefore, within the last five years, there have been at least three administrators assigned to online education. Furthermore, the faculty coordinator for online education (appointed by the Academic Senate) has changed at least three times in the past five years; this led to two years of inactivity for the related Online Education Committee. As a result of this turnover in leadership, an Online Education Plan has not been developed, but there is a strong recognition among all stakeholders of the need for one. 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 Collegewide 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. This has to do, in part, with the fact that 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 College's ability to implement standards effectively as online education continues to grow.

The action project is part of the more general goal to help the College realize its vision and ensure student success. This project 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 Goals/Outcomes

The key outcomes in this action project 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 the staff members who support those faculty members 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, including SLOs, more systematically and utilize this information to make improvements in online courses and programs.
 - Systematize data gathering related services for online education, including services provided in the Faculty Center for Student Success (FCSS), the use of online tools such as the Paper Center, and other resources.

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, draft the plan, and solicit and incorporate feedback from all stakeholders. Once the membership of this work group has been confirmed, its 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 for faculty, administrators, and staff who support online education.
 - Establish a plan to systematize training and professional development for faculty, administrators, and staff who support online education.
 - Establish 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 Catalog 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 support services, including the use of the FCSS.
- 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, including increased student support, in the area of distance education.

Timeline and Plan for Action Project Two

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 was 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 in October 2016 at the OE Committee meeting.

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
OE Committee reviews the outline and 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	January 2017	January 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	February 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.

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
New draft is 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 is 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 are 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

THE ACCREDITATION SELF STUDY REPORT OF SADDLEBACK COLLEGE

Presented to the Western Association of Schools and Colleges

OVERSIGHT

2017



Introduction

Saddleback College, a public two-year community college, first opened its doors in fall 1968. What was then a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 25,000 students each semester.

As Saddleback College grew, so did its reputation for excellence, attracting teachers and administrators throughout the United States. Together they have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of Saddleback College's programs and faculty can best be measured by the success of the College's alumni in their academic pursuits at four-year universities and in the professional world. The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations. Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, service learning, and an Honors Program are also offered. Student services are also geared to the diversity of our student population, with programs such as Extended Opportunity Programs and Services (EOPS), an International Student Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and a Veterans Education and Transition Services (VETS) program.

Saddleback College is a comprehensive college, fulfilling all four missions of the community college system as outlined in AB 705, including baccalaureate quality transfer education, career and technical education, basic skills courses, and lifelong learning opportunities. The College offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College also offers a huge selection of student clubs and activities such as the Associated Student Government, a championship forensic team, an award-winning student newspaper, a radio station, and a television station.

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

Saddleback College has become an integral part of the south Orange County landscape,

linking education with community growth and vitality. After nearly five decades, Saddleback College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

History of Saddleback College

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

Period I (1967-1979)

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

Period II (1979-1981)

In 1979 a satellite campus was opened in the city of Irvine, 11 miles to the north. Saddleback College was designated as the “main campus” and the satellite was designated as the “north campus.” Both operated as components of the single college, which retained the Saddleback College name. The CEO continued to serve as the superintendent-president. A dean of instruction headed the main campus and also served as assistant superintendent of the District.

Period III (1981-1983)

In 1981 the north campus was elevated from satellite to full-campus status, altering the organization structure to a multi-campus, single-college district. The superintendent’s position was changed to that of a chancellor, and presidents were appointed to serve as the CEOs at each campus. A new chancellor was appointed in 1982.

Period IV (1983-1985)

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

Period V (1985-1992)

In 1985 the Board of Trustees (BOT) adopted a new organizational structure and established a multi-college district. Saddleback College South emerged with its own identity as Saddleback College, while Saddleback College North was renamed Irvine Valley College (IVC). In 1986 a new chancellor was appointed and, in conjunction with the College

presidents, arranged for the further decentralization of District functions and increased decision-making authority for the Colleges.

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

Period VI (1992-2004)

The period between 1992 and the 2004 accreditation self-evaluation was marked by considerable administrative instability at both the College and the District. During this time frame, there were six changes in the presidency, four changes in the chancellor's position, and multiple changes in various other management positions at the College, such as the vice president for instruction and the vice president for student services.

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

The BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC in July 1997. This resulted in the transfer of five Saddleback College deans to IVC and the expansion of duties for the four deans who remained at Saddleback, with each dean in charge of very large "mega-divisions." When it became evident that the reduction in the number of deans at the College was too severe, a number of additional organizational changes were initiated. With input from all segments of shared governance, the College recommended, and the BOT agreed, to realign responsibilities and expand the number of deans.

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

Period VII (2004-2010)

Between 2004 and 2010, the administrative structure was considerably more stable than in previous periods. The 2004-2005 academic year was the first in more than a decade in which there were no freshmen deans. There was a change in presidency due to the retirement of the previous president, who was an employee of the College for over 30 years and served as president for the last four of those years. The current president was hired in 2008. The previous chancellor resigned in 2010 and was replaced by the deputy chancellor, who had been an employee of the district for xx years. The vice president for student services retreated to the faculty of IVC in April 2010 and the vice president for instruction was hired as the president of Fullerton College. This opened up a new era of change at both the District and the College.

Period VIII (2010 to the present)

The period since the last accreditation self-evaluation has once again been marked by significant change. Adjustments to the administrative structure included the addition of a third vice president in xxxx – the vice president for administrative services – and an assistant vice president for institutional effectiveness in 2016. There has been considerable turnover at all levels of District and College administration. Only three of the current deans were hired into their positions prior to 2010. The current vice president for student services was hired in 2010 and the current vice president for instruction was hired in 2013. These changes have accelerated throughout the period, culminating in the resignation of the chancellor in fall 2016 and the resignation of the president at the end of spring 2017. Therefore, both the District and College will have a new CEO in 2017.

Description of Service Area

Community

Saddleback College, located in the city of Mission Viejo, is the older of two separately accredited colleges in the South Orange County Community College District (SOCCCD), which also includes Irvine Valley College (IVC), in the city of Irvine, as well as the new Advanced Technology & Education Park (ATEP), located in the city of Tustin. Overall, the College's major service area, sister campus, and district facilities are situated in a desirable location in close proximity to stunning coast lines, quality K-12 school districts, major freeways, booming businesses, and growing metropolitan areas.



Figure X. Map showing the location of Saddleback College, its sister campuses, and the surrounding communities. Source; Office of Planning, Research and Accreditation 2016.

When it was founded in 1967, Saddleback's neighboring areas were sparsely populated bedroom communities. Despite the Great Recession and collapse of the housing market in 2008 that was followed by a state budget crisis in 2009, the local area has continued to grow slowly through a gradually renewed economy. Recent development and reinvestment of single-family, multi-family, and commercial real estate properties continue to draw new residents and businesses alike. As recently as last year, the growth in single- and multi-family housing and retail centers has brought a fresh change after a five-year period of largely stagnant housing starts and retail development.

Community Demographics

The service area includes the cities and communities of Aliso Viejo, Capistrano Beach, Dana Point, El Toro, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon. These cities and unincorporated areas cover 124.3 square miles of South Orange County (CSU Fullerton, 2014 Orange County Progress Report).

Saddleback's service area is home to over 600,000 total residents (EMSI 2015 Q3) of whom approximately 500,000 are 15 years or older (2010-2014 American Community Survey 5-Year Estimates; EMSI 2015 Q3). The adult-aged population in Saddleback College's service area is projected to grow about 3.6% by the year 2020 and is therefore expected to grow by 0.6% annually over the next four years (2011-2021 Saddleback College Education Masterplan).

As of 2014, 47.9% of residents were male and 52.1% female (2010-2014 American Community Survey 5-Year Estimates). In addition, the ethnic diversity of this service area is as follows (EMSI 2015 Q3):

0.19%	Native Hawaiian/Pacific Islander
0.17%	American Indian/Alaskan Native
1.29%	Black/African American
0.6%	Other
10.3%	Asian
10.35%	Hispanic (Alone or with another Race)
67.92%	White, Non-Hispanic

The service area is experiencing growth in ethnic diversity. The Hispanic/Latino ethnic group has increased 7% over the last five years (EMSI 2015 Q3 comparison data) while Asian residents have increased by 11% and Black/African American residents have increased by 10%.

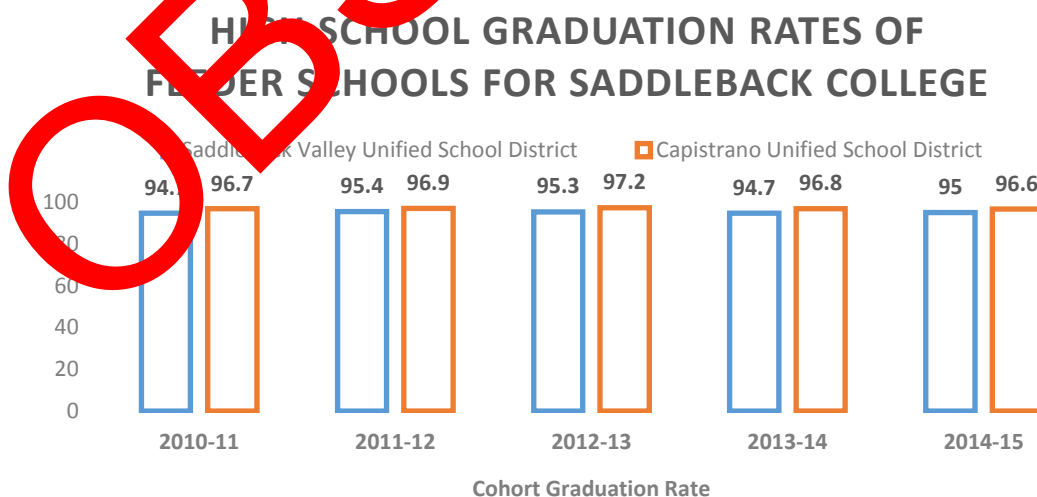
The age profile of local residents continues to be a matter of concern in the service area. There has been a decline in the school age population (5-19 years old) in the last five years. This is a potential problem for education providers like Saddleback College as it relates to a shortage in future supply of students. Currently the young adult population (20-34 years old) has increased in the last five years, but the pace of growth is slow. In the short-term, the

college might benefit from the slowly growing young adult population. In the long term, the shrinking elementary and high school population will pose a problem for the College, in terms of total enrollments (Southern California Association of Governments). Further, an influx of adults over 60 years old is anticipated, as the Baby Boomer generation is expected to move to places like south Orange County for retirement living. The college's Emeritus program, which provides free education for older adults in order to promote life-long learning, is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that it is preparing for the future.

Economically, the area has changed in the following ways in the past five years:

- The south Orange County population has experienced 2% growth
- Transportation infrastructure has not met the needs for a growing population
- The regional job market has had a 10.3% increase
- Unemployment rates have decreased
- Housing prices have continued to escalate, while affordable housing is shrinking
- Students living with parents for more affordable housing has increased
- Growth in the aging population has continued
- Need for workforce training to support middle and high-end jobs has increased

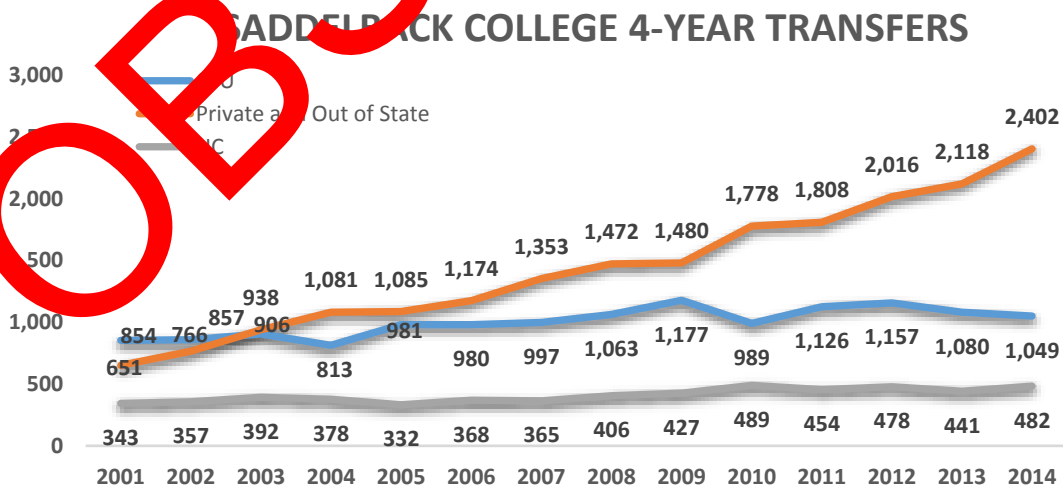
Education attainment levels in the service area continue to be very high. Completion of high school in the service area is very strong, with 94.7% of the population having a high school degree or more. In terms of post-secondary education, on average, the service area has a population where 31.1% of adults 25 or older have a bachelor's degree and another 18.4% have a graduate degrees-- so that almost half of the population has a bachelor's degree or higher (2010-2014 American Community Survey 5-Year Estimates). These rates stem from strong high school graduation rates for the two major feeder high school districts for the college (refer to chart X below).



Source. California Longitudinal Pupil Achievement Data System (CALPADS)

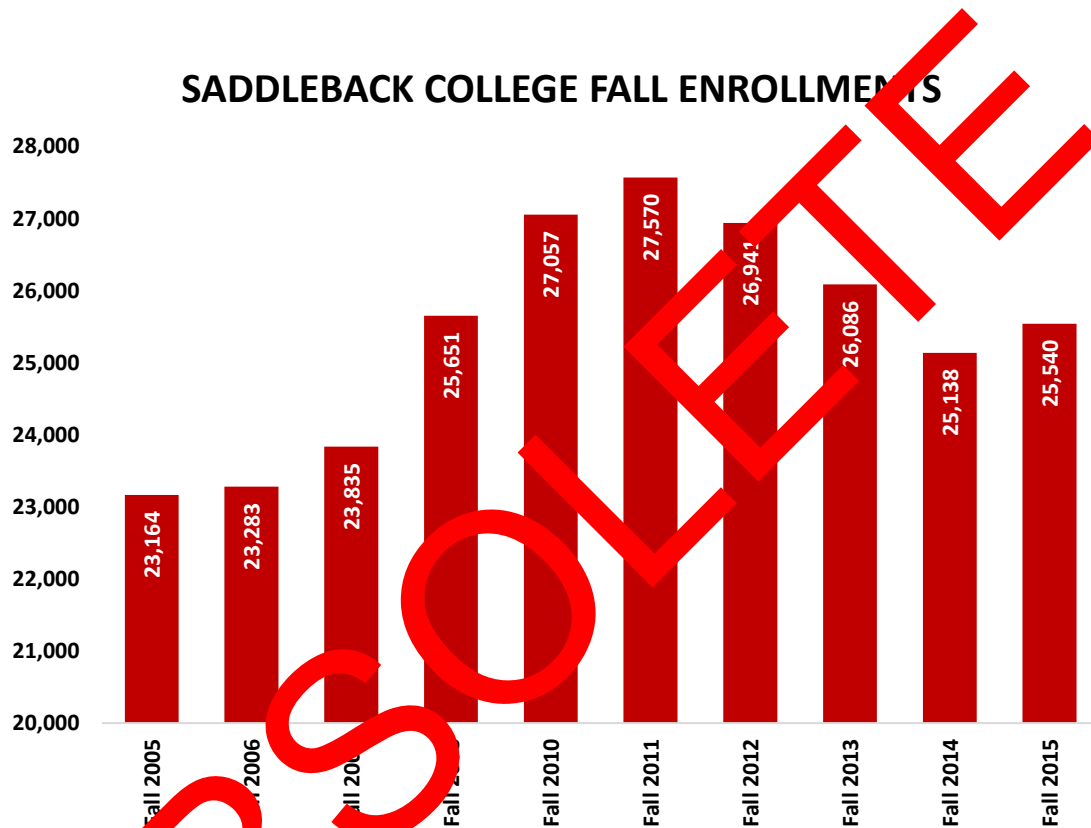
During the recent economic recovery, employment rates for workers with a high school diploma have not fared as well as employment rates for those with a bachelor's degree or higher. To better serve this need, the college has offered a variety of educational opportunities to promote economic and workforce development for those seeking high school completion. Adult education programs serve the region by collaborating with the Saddleback Valley Unified School District and the Capistrano Unified School district to provide adult education course in the areas of AESL (Adult Education English as a second language), citizenship, basic skills and high school equivalency, career technical education, and pre-apprenticeship programs. Students may also gain educational credit through the Cooperative Work Experience/Work Based Learning (CWE) program where students can obtain a variety of work-related experiences for their educational pursuits. The program promotes collaboration and dialogue between Saddleback College and the employer or supervisor of the student. In the future, initiatives statewide such as the Strong Workforce initiative will further promote skills-building opportunities through Career and Technical Education (CTE) pathways and programs.

For students seeking to transfer to a 4-year institution, the College has two major public institutions for students: University of California, Irvine, and California State University, Fullerton. However, since 2008, increased student fees, increased tuition, escalating housing costs, and growth in the number of impacted academic programs in public 4-year institutions have created a damper on the volume and rate of students transferring to these institutions (refer to chart below). The College's transfer center has responded by continuing to promote transfer-outs through referring students to a greater diversity of colleges beyond the two local public 4-year institutions. In doing so, Saddleback College has experienced significant growth in the volume of transfers to private and out-of-state institutions. In fact, transfers to private and in-state institutions have increased in-fold since the year 2000. Such findings are a sign that Saddleback College is responding to external forces that may impair 4-year transfers in the local post-secondary education market.



Enrollment Trends and Description of Student Population

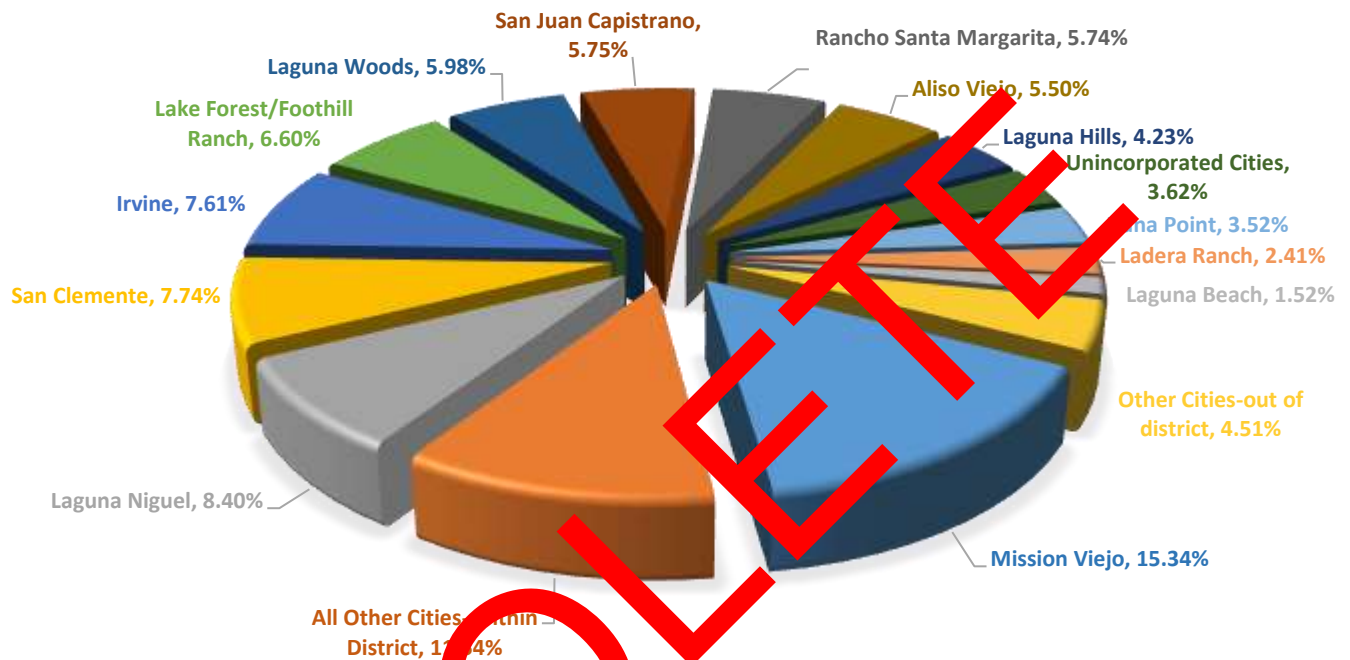
Student enrollment increased dramatically during the first 20 years of the College's existence. During the second 20 years, the enrollments remained fairly constant; with numbers fluctuating between 22,000 and 24,000 students each fall and hallmarked by one significant dip to just over 19,000 fall enrolled students in 1995. Following the Great Recession, there has been a noticeable increase in students, as fall enrollments climbed to over 25,000 in 2008. Following a dramatic peak of enrollments in 2011, the college has experienced some enrollment decline.



Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

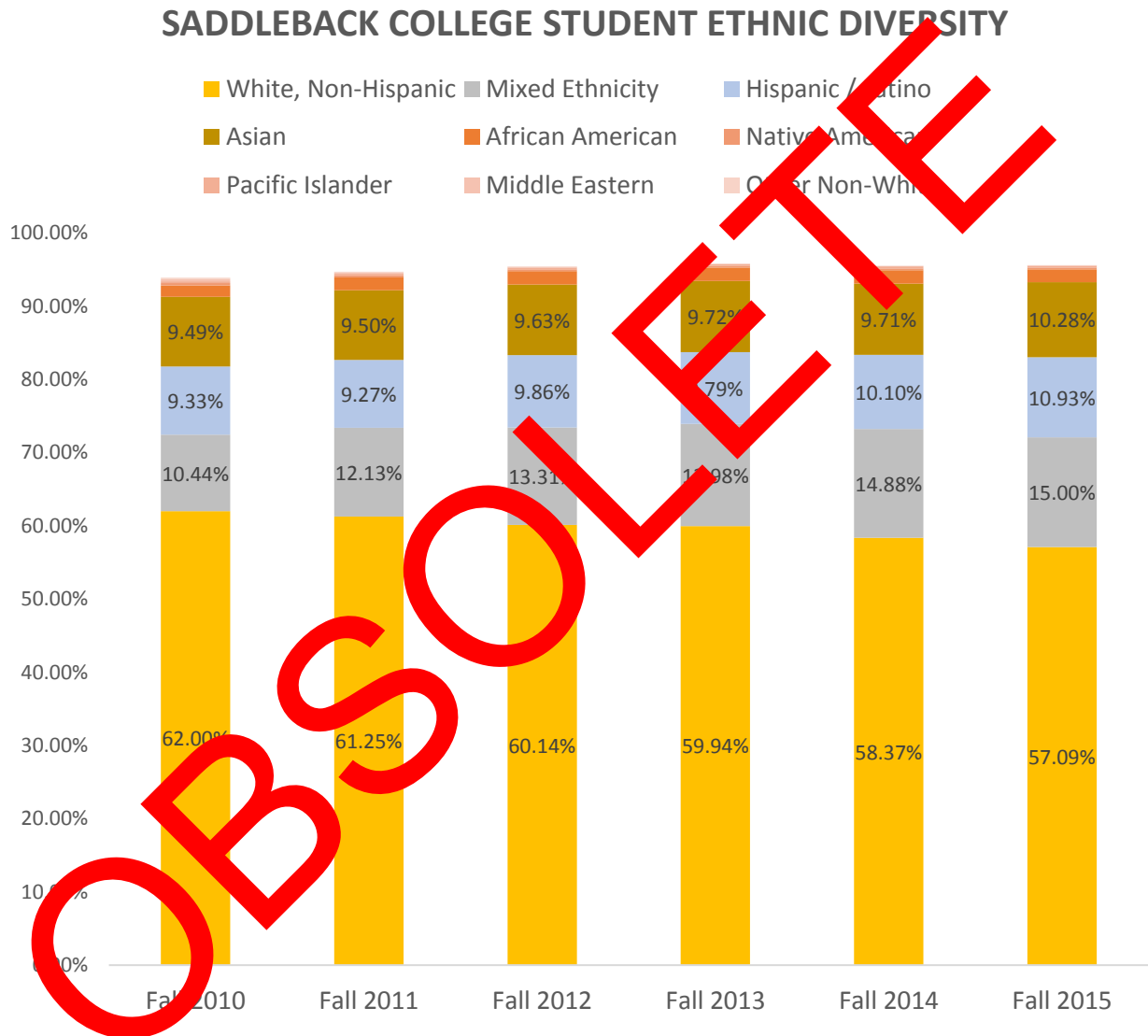
Students are drawn to Saddleback College from throughout the District's service area. The chart below shows the cities in which Saddleback's student population resided during the 2015-2016 academic year. As indicated by the chart, 88.5 percent of all students come from within the district.

WHERE SADDLEBACK COLLEGE STUDENTS RESIDE



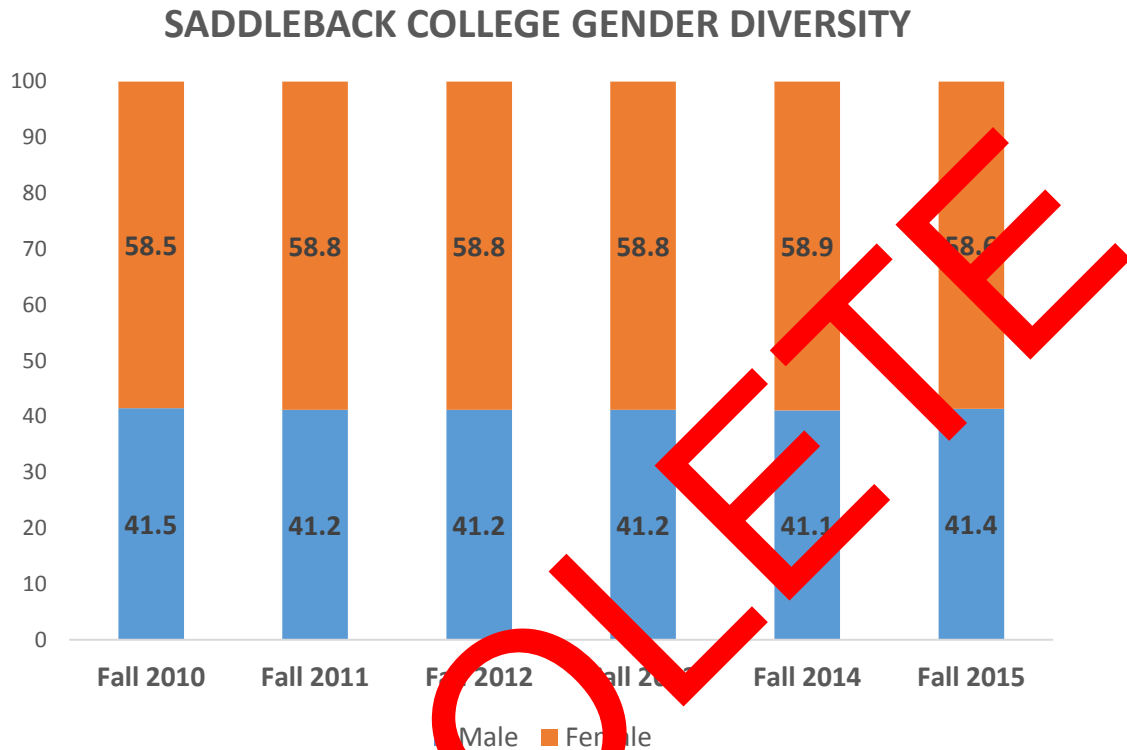
Source: FORM Data warehouse

The ethnic composition of the student population closely represents the surrounding community. In fact, the College's Student Equity Plan (In-5) illustrated that there are no access issues in terms of disproportionate impact to historically underrepresented ethnic groups. Over the last five years, the College has seen a shifting demographic that illustrates a decrease in the proportions of White Non-Hispanic students and increased quantities of students from mixed, Hispanic/Latino, and Asian ethnicities.



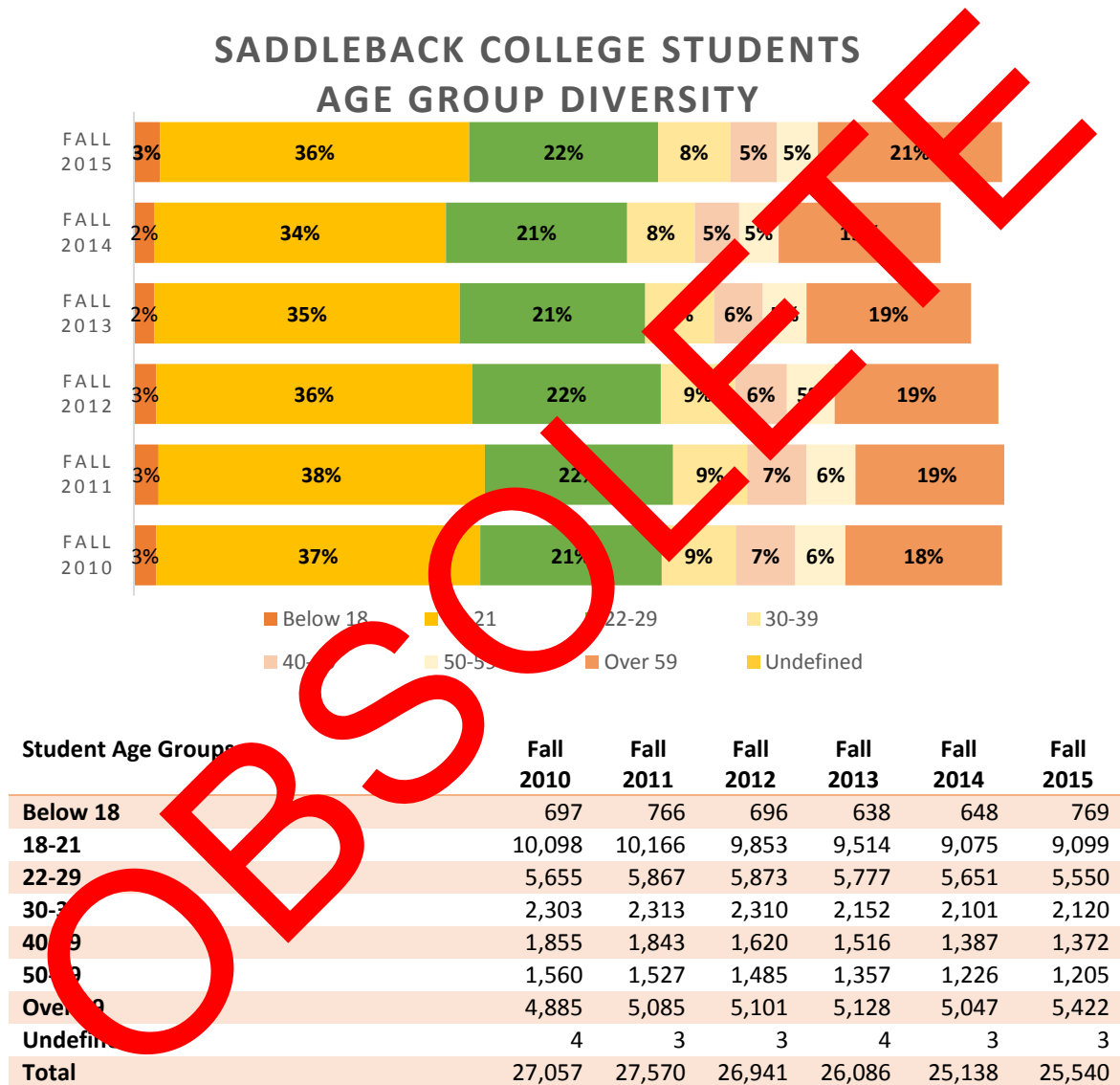
Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

The portion of males to females has not changed dramatically in the last five years. Females continue to outnumber males by about seventeen percent.



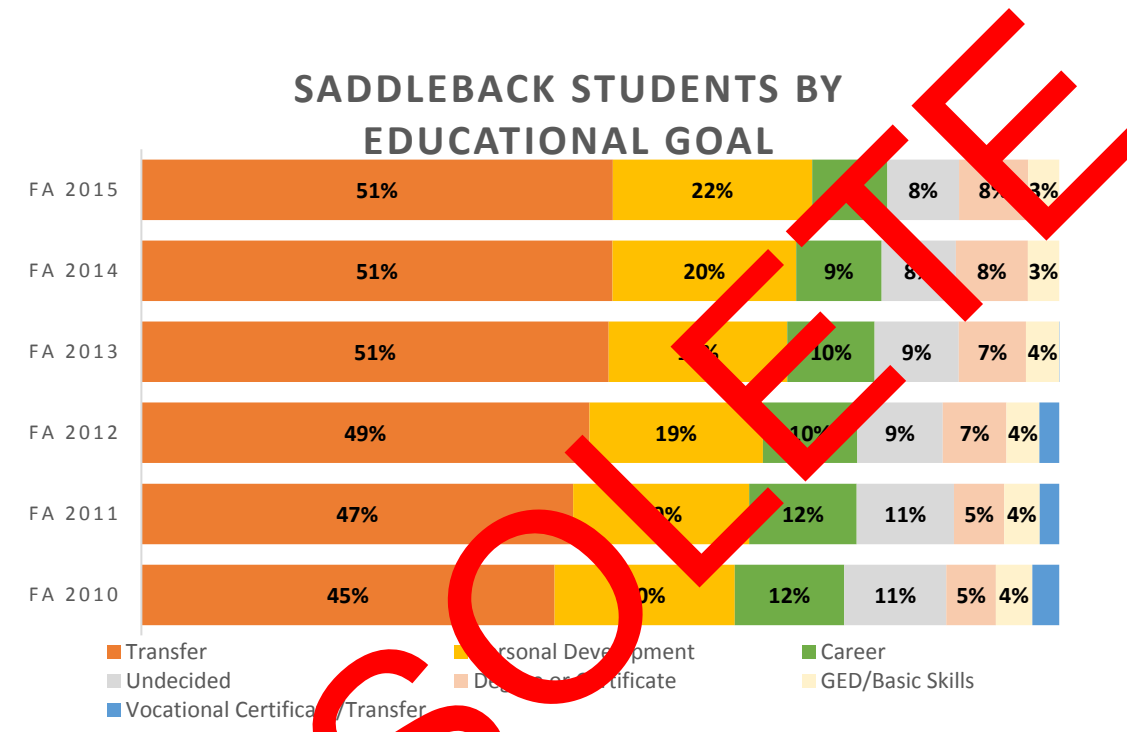
Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

The College has seen modest increases in the number of students who are older than 59 years old in the last five years. Concomitantly, proportions of students from the 18-21 age group have been slightly decreasing. Such findings are in line with larger economic trends as discussed previously, where demographic projections indicate lower numbers of high school aged students and thus lower numbers attending Saddleback College. Similarly to economic reports, the College has seen a very modest uptick in the young adult population aged 22-29.



Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

Student educational goals reflect the diversity of programs offered at Saddleback College. Students enroll at the College in order to transfer to four-year colleges and universities (the largest percentage), to attain a degree or certificate without transfer, for career technical education, for career advancement, to improve their basic skills, or for personal development, with a fair number of students who have declared “undecided” as their educational goal. Such findings point to the need to understand the transient nature of educational goal-setting among the population of millennials, generation Y students and generation X students.

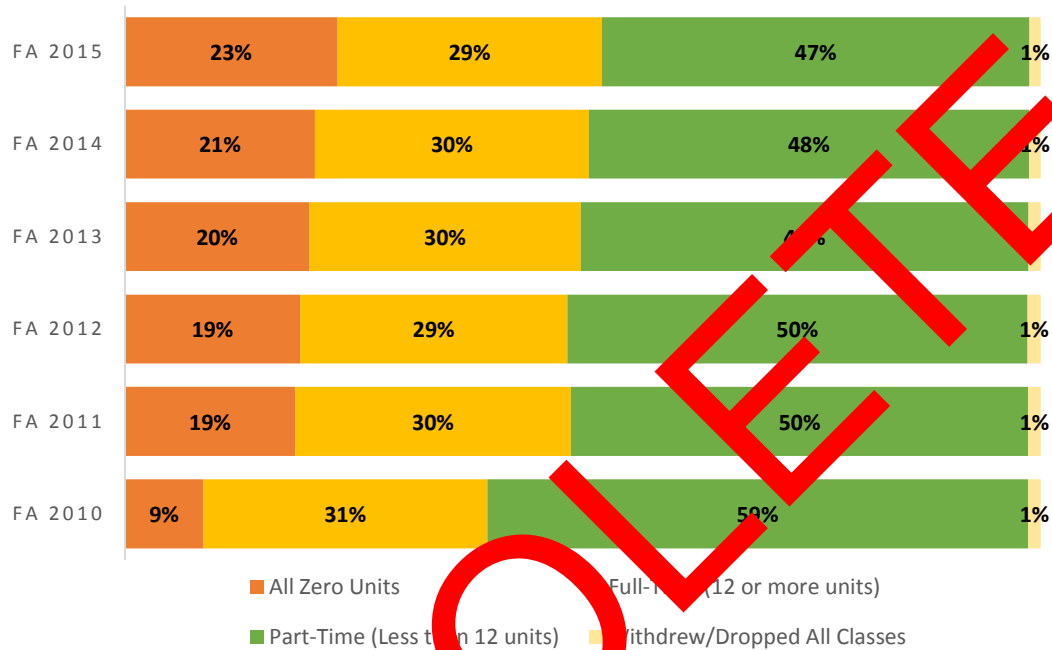


Educational Goal	FA 2010	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Transfer	12,908	12,971	13,152	13,286	12,908	13,119
Personal Development	5,305	5,290	5,090	5,069	5,026	5,546
Career	3,226	3,224	2,773	2,483	2,341	2,093
Undecided	3,013	2,930	2,509	2,393	2,035	1,998
Degree or Certificate	1,458	1,501	1,867	1,915	1,969	1,926
GED/Basic Skills	1,074	1,066	971	939	859	858
Vocational Certificate/Transfer	794	588	579	1		
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source. Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

The ratio of full-time to part-time students has changed gradually over the past five years, with roughly 30 percent of students attending full-time.

SADDLEBACK COLLEGE STUDENTS BY ENROLLMENT STATUS



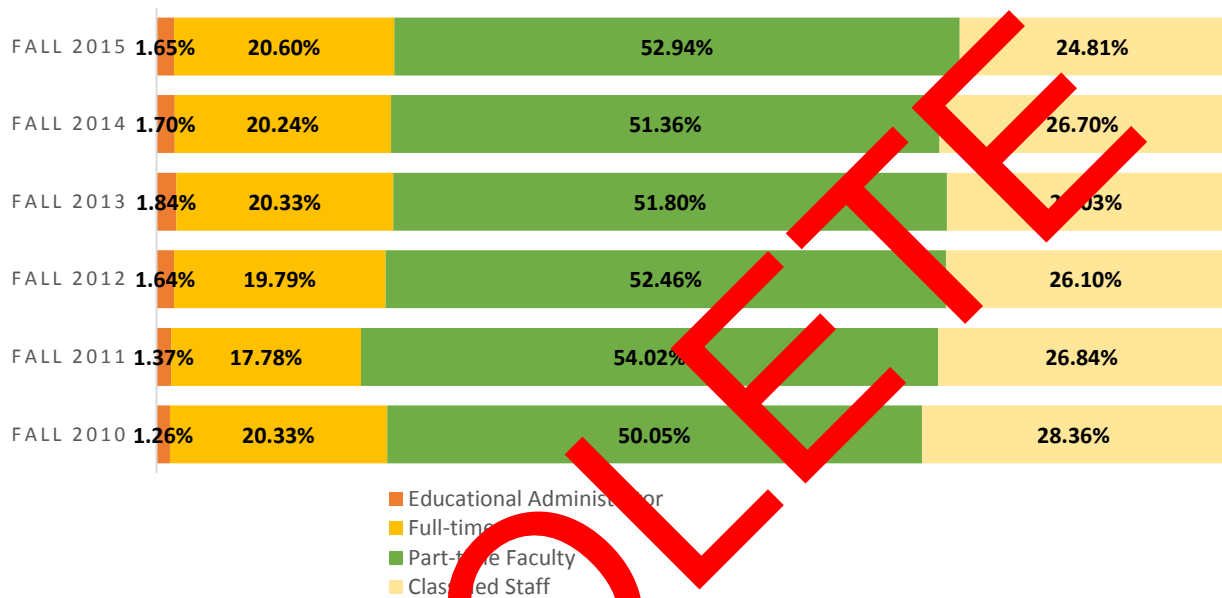
Unit Status of Students	FA 2010	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
All Zero Units	2,316	5,129	5,152	5,255	5,216	5,925
Full-Time (12 or more units)	8,291	8,293	7,862	7,729	7,515	7,378
Part-Time (Less than 12 units)	15,979	13,773	13,535	12,752	12,089	11,923
Withdrew/Dropped All Classes	375	375	392	350	318	314
Total	27,057	27,570	26,941	26,086	25,138	25,540

Saddleback Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

Employee Demographics

The college has seen gradual growth in employees over the past six years. The main contributions to this growth come from higher numbers of full- and part- time faculty. The largest category of employees is part-time faculty, followed by classified staff, full-time faculty, and then administrators and managers.

SADDLEBACK COLLEGE EMPLOYEES BY ROLE

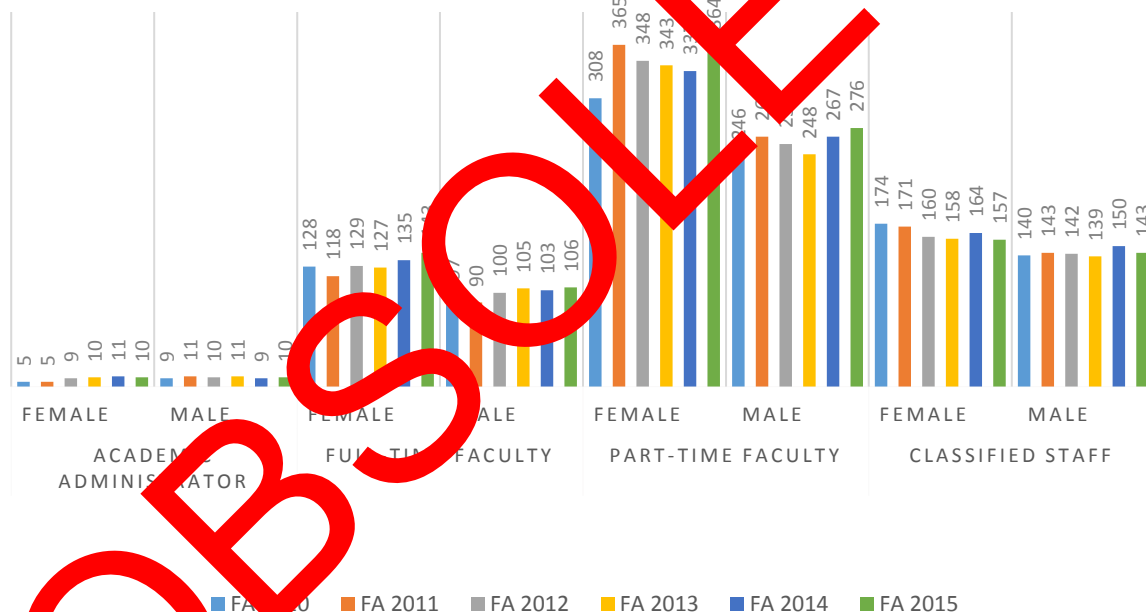


Employee Role	FA 2010	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Educational Administrator	14	16	19	21	20	20
Full-time Faculty	225	208	229	232	238	249
Part-time Faculty	554	632	607	591	604	640
Classified Staff	311	314	302	297	314	300
Saddleback Total	1,107	1,170	1,157	1,141	1,176	1,209

Source: California Community College Chancellor's Office (CCCCO) DataMart

Gender diversity of the employees at the college has not improved. In fact, the college continues to increasingly have more females than males. Given the regulation within the SOCCCD that an Equal Employment Opportunity representative is at every hiring committee [fact check this], the increase in females is unexpected. While there has been a steady split between male and female academic administrators over the past six years, the college is hiring more female full- and part-time faculty. In contrast, the college is seeing a gradual decrease in the number of female classified staff members concurrent with a steady state of classified male staff members.

SADDLEBACK COLLEGE EMPLOYEE DIVERSITY BY GENDER



Source: California Community College Chancellor's Office (CCCCO) DataMart

In terms of employee diversity, with respect to ethnicity, there are a number of positive changes that have taken place. First, the increase in Hispanic/Latino academic administrators has made this employee group more reflective of the local population. Classified staff also has become increasingly diverse. Among faculty, however, more diversity is needed. Overall, Asian employees are underrepresented in comparison to the local population. Because of the SOCCCD's hiring practices (put EEO stuff here) these ethnic diversity findings are an artifact- can we say something like this? I think it's fair.

SADDLEBACK COLLEGE EMPLOYEE DIVERSITY BY ROLE AND ETHNICITY

	FA 2010	FA 2010	FA 2011	FA 2011	FA 2012	FA 2012	FA 2013	FA 2013	FA 2014	FA 2014	FA 2015	FA 2015
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
Saddleback Total	1,107	100.0%	1,170	100.0%	1,157	100.0%	1,141	100.0%	1,176	100.0%	1,209	100.0%
Academic Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
African-American		0.0%		0.0%	1	5.3%	1	4.8%	1	5.0%	1	5.0%
Asian		0.0%		0.0%		0.0%	1	4.8%		5.0%	1	5.0%
Hispanic	1	7.1%	1	6.3%	1	5.2%	1	4.8%	2	10.0%	5	25.0%
Unknown		0.0%		0.0%	1	5.2%		9.5%	3	15.0%	2	10.0%
White Non-Hispanic	13	92.9%	15	93.8%	16	84.2%	16	76.2%	13	65.0%	11	55.0%
Full-time Faculty	225	20.3%	208	17.8%	229	19.8%	232	20.3%	238	20.2%	249	20.6%
African-American	7	3.1%	4	1.9%	5	2.2%		2.2%	5	2.1%	6	2.4%
American Indian/Alaskan	3	1.3%	2	1.0%	1	0.4%	2	0.9%	2	0.8%	2	0.8%
Asian	13	5.8%	14	6.3%	16	7.0%	13	5.6%	13	5.5%	8	3.2%
Hispanic	20	8.9%	19	9.1%	22	9.6%	23	9.9%	23	9.7%	21	8.4%
Pacific Islander	1	0.4%		0.0%		0.0%		0.0%		0.0%		0.0%
Unknown	8	3.6%	7	3.3%	9	3.9%	28	12.1%	34	14.3%	29	11.6%
White Non-Hispanic	173	76.0%	155	75.0%	183	71.2%	161	69.4%	161	67.6%	183	73.5%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
African-American	9	1.6%	10	1.6%	14	2.3%	8	1.4%	8	1.3%	13	2.0%
American Indian/Alaskan	8	1.4%	9	1.4%	9	1.5%	6	1.0%	6	1.0%	8	1.3%
Asian	43	7.8%	46	7.3%	38	6.3%	42	7.1%	41	6.8%	39	6.1%
Hispanic	33	5.9%	35	5.5%	44	7.2%	42	7.1%	47	7.8%	54	8.4%
Multi-Ethnicity		0.0%		0.0%		0.0%	3	0.5%	5	0.8%	1	0.2%
Pacific Islander		0.0%	1	0.2%		0.0%	1	0.2%	1	0.2%		0.0%
Unknown	18	3.2%	46	7.3%	63	10.4%	63	10.7%	60	9.9%	51	8.0%
White Non-Hispanic	432	78.2%	471	74.5%	439	72.3%	426	72.1%	436	72.2%	474	74.1%
Classified Staff	314	28.4%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
African-American	13	4.1%	12	3.8%	13	4.3%	11	3.7%	12	3.8%	11	3.7%
American Indian/Alaskan	5	1.6%	5	1.6%	4	1.3%	4	1.3%	3	1.0%	3	1.0%
Asian	24	7.6%	24	7.6%	21	7.0%	21	7.1%	22	7.0%	11	3.7%
Hispanic	60	19.1%	61	19.4%	61	20.2%	64	21.5%	66	21.0%	68	22.7%
Unknown	18	5.7%	20	6.4%	22	7.3%	20	6.7%	23	7.3%	28	9.3%
White Non-Hispanic	194	61.8%	192	61.1%	181	59.9%	177	59.6%	188	59.9%	179	59.7%

Source. California Community College Chancellor's Office (CCCCO) DataMart
Note Percentages are calculated by role.

With respect to age group of various employees, there have been modest variations in the past six years. The demography shows a shifting age profile: whereas the largest share of administrators was the 55-59 age group, the largest group is now 60-64. Interestingly, the college has also brought on a wide array of younger administrators across a broad spectrum of age groups. Among full- and part- time faculty, age distributions have stayed the same. For classified staff a shift in lower numbers of those aged 18-34 has been offset by a higher number of those aged 50-54.

SADDLEBACK COLLEGE AGE DIVERSITY OF EMPLOYEES BY ROLE

	FA 2010 Count	FA 2010 Pct	FA 2011 Count	FA 2011 Pct	FA 2012 Count	FA 2012 Pct	FA 2013 Count	FA 2013 Pct	FA 2014 Count	FA 2014 Pct	FA 2015 Count	FA 2015 Pct
Saddleback Total	1,107	100.0%	1,170	100.0%	1,157	100.0%	1,141	100.0%	1,176	100.0%	1,159	100.0%
Acad. Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
18 to 34	1	7.1%	1	6.3%		0.0%		0.0%	1	5.0%	1	5.0%
35 to 39	1	7.1%		0.0%	2	10.5%	2	9.5%	3	15.0%	3	15.0%
40 to 44	2	14.3%	3	18.8%	3	15.8%	3	14.3%		0.0%	3	15.0%
45 to 49	1	7.1%	2	12.5%	2	10.5%		0.0%	3	15.0%	3	15.0%
50 to 54		0.0%		0.0%	1	5.3%	3	13.3%	2	10.0%	2	10.0%
55 to 59	5	35.7%	3	18.8%	3	15.8%	2	9.5%	2	10.0%	2	10.0%
60 to 64		0.0%	2	12.5%	4	21.1%		28.6%	6	30.0%	5	25.0%
65 to 69	3	21.4%	1	6.3%	2	10.5%	3	14.3%	1	5.0%		0.0%
70+	1	7.1%	4	25.0%	2	10.5%		9.5%	2	10.0%	1	5.0%
Full-time Faculty	225	20.3%	208	17.8%	199	19.8%	232	20.3%	238	20.2%	249	20.6%
18 to 34	22	9.8%	19	9.1%	22	9.6%	22	9.5%	17	7.1%	22	8.8%
35 to 39	22	9.8%	23	11.1%	29	12.7%	27	11.2%	35	14.7%	34	13.7%
40 to 44	19	8.4%	26	12.5%	27	11.8%	33	14.2%	32	13.4%	30	12.0%
45 to 49	27	12.0%	25	10.9%	28	12.1%	33	14.2%	28	11.8%	32	12.9%
50 to 54	29	12.9%	33	15.9%	32	14.0%	27	11.6%	35	14.7%	34	13.7%
55 to 59	41	18.2%	37	17.8%	37	16.2%	34	14.7%	35	14.7%	32	12.9%
60 to 64	44	19.6%	30	14.4%	35	15.3%	36	15.5%	35	14.7%	36	14.5%
65 to 69	18	8.0%	14	6.7%	14	6.1%	18	7.8%	17	7.1%	23	9.2%
70+	3	1.3%	1	0.5%	1	1.7%	3	1.3%	4	1.7%	6	2.4%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
18 to 34	68	12.3%	60	9.5%	89	14.7%	88	14.9%	86	14.2%	93	14.5%
35 to 39	53	9.6%	60	9.5%	59	9.7%	63	10.7%	68	11.3%	71	11.1%
40 to 44	67	12.1%	87	13.8%	78	12.9%	69	11.7%	74	12.3%	76	11.9%
45 to 49	57	10.3%	62	9.8%	61	10.0%	51	8.6%	67	11.1%	72	11.3%
50 to 54	66	11.9%	89	10.0%	50	8.2%	65	11.0%	55	9.1%	68	10.6%
55 to 59	92	16.6%	89	14.1%	89	14.7%	81	13.7%	65	10.8%	66	10.3%
60 to 64	69	12.5%	87	13.8%	78	12.9%	72	12.2%	80	13.2%	82	12.8%
65 to 69	35	6.3%	52	8.2%	60	9.9%	57	9.6%	59	9.8%	60	9.4%
70+	3	0.5%	44	7.0%	43	7.1%	45	7.6%	50	8.3%	52	8.1%
Classified Staff	314	28.3%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
18 to 34	57	18.2%	47	15.0%	41	13.6%	39	13.1%	46	14.6%	37	12.3%
35 to 39	15	4.8%	21	6.7%	21	7.0%	27	9.1%	28	8.9%	24	8.0%
40 to 44	24	7.6%	25	8.0%	26	8.6%	29	9.8%	28	8.9%	22	7.3%
45 to 49	42	13.4%	40	12.7%	39	12.9%	31	10.4%	32	10.2%	38	12.7%
50 to 54	54	17.2%	52	16.6%	51	16.9%	57	19.2%	61	19.4%	62	20.7%
55 to 59	59	18.8%	59	18.8%	50	16.6%	53	17.8%	51	16.2%	48	16.0%
60 to 64	39	12.4%	46	14.6%	48	15.9%	34	11.4%	39	12.4%	41	13.7%
65 to 69	15	4.8%	11	3.5%	13	4.3%	14	4.7%	18	5.7%	18	6.0%
70+	9	2.9%	13	4.1%	13	4.3%	13	4.4%	11	3.5%	10	3.3%

Source. California Community College Chancellor's Office (CCCCO) DataMart
Note Percentages are calculated by role.

Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

Sharing of Student Achievement Data

As reflected in Standard I.B.3, the college widely and publically publishes achievement outcomes on important indicators of student success. The college's Office of Planning, Research and Accreditation (OPRA) widely presents ([In 1-1](#)) achievement outcomes on Saddleback College's performance on the CCCO Scorecard for the following constituent groups:

- Consultation Council ([In 1-2](#))
- Planning and Budget Steering Committee ([In 1-3](#))
- South Orange County Community College District Board of Trustees ([In 1-4](#))

The college's Office of Planning, Research, and Accreditation (OPRA) also maintains a website that hosts a compendium of publicly available analytical reports on achievement outcomes on the "College Data and Reports" microsite of the research website ([In 1-5](#)). These reports are not only maintained publically, but updated annually. These reports are externally available to encourage anyone at the college to use the information for both short- and long-term planning. Because data is disaggregated the longitudinal cohort studies, the findings are also used to inform the Student Equity Plan ([In 1-6](#)).

The college also widely shares and discusses information pertaining to student achievement data on the ACCJC annual report. The college's OPRA then presents the ACCJC Annual Report data and encourages discussion among the following constituent groups:

- Academic Senate ([In 1-7](#); [In 1-8](#))
- Consultation Council ([In 1-9](#))
- Planning and Budget Steering Committee ([In 1-10](#))

Analyses of Student Achievement Data

The publically available analytical reports that OPRA provides are categorized by cohort longitudinal studies (Scorecard) versus point-in-time analyses (DataMart, SIS). Both types of analytic reports are used to determine the degree to which the college continues to serve its mission. Cohort studies assesses longitudinal outcomes of students starting a degree, certificate or transfer-directed field of study and their outcomes as they pertain to four key outcomes: student progress and achievement defined as six-year completion rates ([In 1-11](#)); persistence rates defined as enrollment in three consecutive primary terms ([In 1-12](#)); 30 units rate defined as 6-year completion rates of 30 units ([In 1-13](#)); remedial completion rate defined as 6-year completion rate of remedial to college level courses ([In 1-14](#)). Point-in-time studies on the OPRA website highlight other key performance indicators such as successful course completion and course retention ([In 1-15](#)). Volume/Output studies assess trends in volume of degrees and certificates ([In 1-16](#)), and volume of transfers ([In 1-17](#)). The college also assesses the extent to which it serves its mission through demographic analyses ([In 1-18](#)) as well as through Student Equity Plan research ([In 1-19](#)).

Presentation and Definition of Achievement Data

This section will first describe the institutional process of reviewing and integrating student achievement outcomes, institution-set standards, and goals at the college. The section will conclude with a data table containing the college's definitions of the pertinent student achievement outcomes, the institution-set standards for these outcomes, goals, and recent performance in these areas.

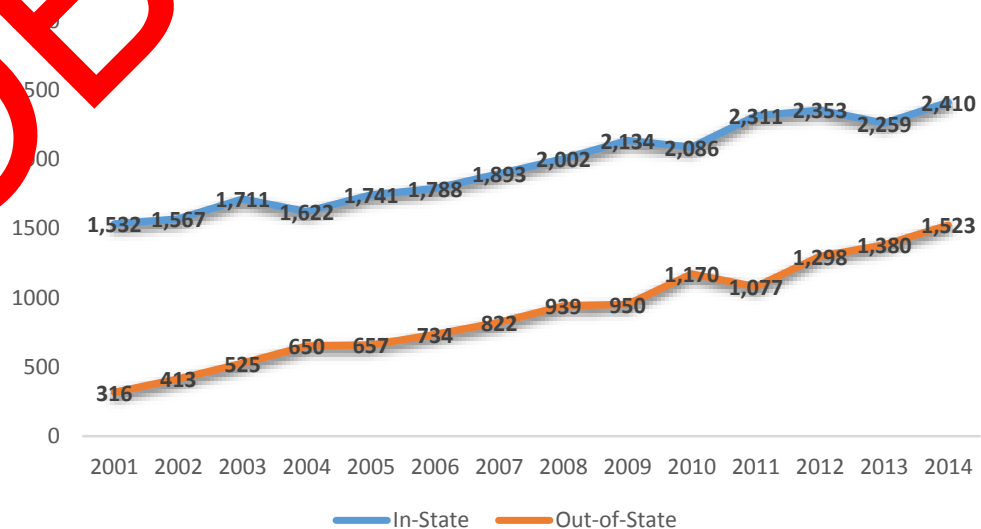
Student Progress and Achievement Rate (SPAR)

Saddleback College addresses student achievement through accomplishment of its mission and district-wide objectives as stated in its strategic plan. Strategic objective 2.1 of the plan is to, "Increase student completion rates (degrees, certificates, and transfers) while preserving access, enhancing quality, and closing achievement gaps. The college and district participate in identifying stretch goals (called targets at the college) for SPAR (also known as 6-year completion rates) as part of its Districtwide Planning Council Annual Retreat ([In 1-20](#)). SPAR is further defined in the data table in the following section. As part of its strategic plan, Saddleback College aims to increase the SPAR by 2.5% by the year 2020. The strategic objective is outlined such that the college gradually increases this rate each year to hit the target by 2020. For 2014-2015, the college's goal was to hit a 58.1% SPAR and it exceeded its goal by getting a rate of 59%. Further data on SPAR is presented in the data table in the following section. The institution has not yet adopted institution-set standards for the SPAR rate (refer to college institution-set standard data table below) but plans to do so through participation in activities identified the QFE.

Transfers

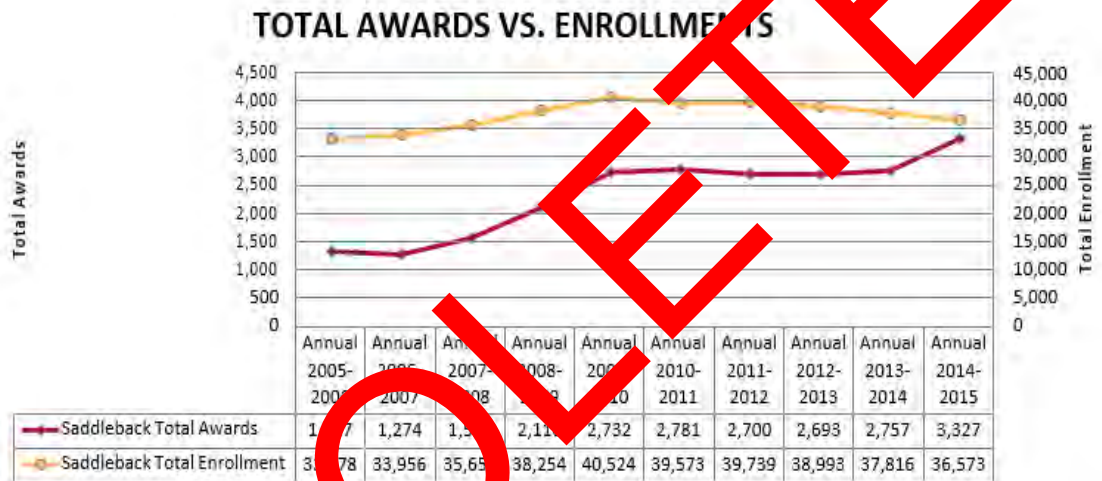
The college assesses total transfer volume through broad-based dialogue and public presentations about trends on transfers ([In 1-21](#)). While the college has historically presented these institution-wide transfer trends, it has recently added more educational components related to transfer trends and the external factors surrounding transferability. As illustrated in the previous section of this document, transfer volume is on the rise, with the most recent report showing that the college transferred 3,933 students in 2014 vs. 2,236 in 2003. In the future, the college will create stretch goals for transfer numbers and integrate these into college planning activities, such as the strategic plan. The college also participated in an annual review of institution-set standards of transfers. The process of reviewing data on institution-set standards (ISS) for the volume of transfers revealed that the purpose and rationale of the ISS were misunderstood by previous leadership in the research department. This misunderstanding led to a calculation error, where instead of creating a baseline of achievement on transfer volume for the college, the calculation yielded the equivalent of stretch goals for the institution-set standard. Once this error and misunderstanding of the ISS was determined by new leadership in the research office, efforts were made to share the discovery as well as recommended changes with shared governance groups ([In 1-22](#)). The college has now adopted a new institution-set standard for transfers and has exceeded its set-standards by 4.32% (refer to Table X below). The college has been focused on diversifying transfer school options for students and is seeing dramatic growth outside of California (refer to chart below), thus, it is not surprising that the college has exceeded its recently adopted institution-set standards for transfer volume.

**SADDLEBACK COLLEGE IN-STATE VS.
OUT-OF-STATE
TRANSFERS TO A 4-YEAR INSTITUTION**



Degrees and Certificates

Trends in the volume of degrees and certificates are examined as part of the institution's program review process ([link use Diane's program review example 1.Bx](#)). Award data are examined for year-over-year trends and faculty are expected to reflect upon these trends as they relate to resource allocation requests and needs assessments. The college also conducts multi-year assessments of degree and certificate output ([ln 1-16](#)). These research reports are publically available on the college's OPRA website. From 2006/2007 through 2009/2010 the total number of awards increased by 114%; from 1,274 up to 2,732. Since that period, the college continues to have steady increases in its transfer volume.



In the future, award data will be used for the college's new Program Vitality Process, which will integrate with the college's educational master planning process. The college has conducted broad-based discussion of award data and trends through reviewing institution-set standards. The goals and institution-set standards are further articulated, along with the definition of this achievement outcome, in the table in the following section. The process of reviewing the data on institution-set standards (QFE) for award data indicated that the purpose and rationale of the ISS were misunderstood by previous leadership in the research department. This issue is further addressed in the QFE. In addition, through the QFE, the college will integrate the ISS for degrees and certificates into the college strategic plan.

Successful Course Completion

Successful course completion is examined as part of the institution's program review process ([link use Diane's program review example](#)). Course completion is examined for five-year trends and faculty are expected to reflect upon these rates as they relate to resource allocation requests and needs assessments. The college is currently a process of gathering information about creating appropriate institution-set standards for successful course completion within program review and planning ([link to EPA survey of program level institution-set standards?](#)). The college conducted broad-based discussion of course completion rates for the institution at large through its process of setting 1-year and 6-year goals ([In 1-23](#)). The goals and institution-set standards are further articulated, along with the definition of the achievement outcome, in the table in the section following. The college also participates in review of institution-set standards for course completion. The process of reviewing the data on institution-set standards (ISS) for successful course completion indicated that the purpose and rationale of the ISS were misunderstood by previous leadership in the research department. This is further addressed in the QFE.

The college's course completion rates in credit-bearing courses has been fairly flat over the past five years. Using the newly revised definitions of the college's institution-set standards, the college is 1.75% above the standard. Since identifying the change to the ISS, the college discussed in its strategic planning meetings through PBSC, that it needs to conduct further research on the top 5 areas with the highest volume of enrollments and the lowest completion rates. In addition, the Education Planning and Assessment team is working on a fine-tuned program-level analyses for institution-set standards on course completion. From this point, the college will need to gain support for activities to move the needle on successful course completion. The college is expected to better integrate this ISS into the strategic plan and program planning through the activities articulated in the QFE.

Job Placement Rates for CTE Programs

The college participates in an annual review of performance on job placement rates using institution set standards through reviewing KPI's related to strategic planning Goal 2, which is to, "Advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education." At the college, job-placement rates are identified through the Perkins Core Indicator report, with the exception of Nursing CTE programs. Job placement rates for the Nursing were identified through the California Board of Registered Nursing 2014-2015 Annual School Report ([In 1-24](#)). Program specific faculty content experts reviewed the job placement rates and had input into the job placement rates that were accepted as program-level ISS.

The college and district created a KPI that is a “stretch goal” for the college’s job placement rate. The stretch goal is calculated off of the percentage of CTE programs with more than 10 completers who were above the institution-set standard for job placement rates. As part of its annual strategic planning review process, Saddleback found that in 8 out of 9 programs (89%) that job placement rates were above the institution -set standard. At the college, institution-set standards for job-placement rates are identified through the Perkins core indicator report and the process is faculty-driven.

In terms of data on job placement institution-set standards, discussion, training and analysis have been done by various members of the college. For example, several administrators attended the CCCAOE conference to learn about job placement data and get trained on LaunchBoard. The College is now assessing new tools such as EMSI and LaunchBoard for program review and revitalization and has put more focus on completion rates and job placements. Please refer to (In 1-25) for the most recent analysis of all CTE programs.

Licensure Passage Rates

The college also participates in an annual review of programs for which an examination for licensure is required. For the institution-set standards (ISS) regarding licensure exam pass rates and job placement rates, faculty content experts set the ISS based on dialogue within their programs. Typically for ISS in the Health Sciences and Human Services (HSHS) Division related to licensure exam pass rates, ISS were set either at or above state and national averages. These pass rates have been described in program review for years, but were first identified as formal program level institution set standards in 2015. For example, Nursing utilized National Council for State Board of Nursing (NCSBN) licensure pass rates in 2014 for state (84%) and national (82%) level benchmarks. The Nursing program ISS was set at 90%, this 90% ISS has been a program benchmark for over a decade. (California Board of Registered Nursing 2014-2015 Annual School Report) National Council for State Boards of Nursing (NCSBN. Like Nursing, the Paramedic and Emergency Medical Technician programs used their accrediting or licensing agencies’ state and national data to set ISS for license pass rates and employment (In 1-26 Link to CoAE MSD).

College-wide Institution-set Standards

Achievement data are presented in the data tables below per the recommended reporting format of ACCJC. The first table outlines the institution-set standards for the institution overall. The second table identifies the institution-set standards for programs requiring an examination for licensure. The last table illustrates the institution-set standards for job placement for CTE programs with over 10 completers.

SADDLEBACK COLLEGEWIDE INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution Set Standard*	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Student Progress and Achievement Rate	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes	N/A	59.0%	58.1%	57.8%	59.7%
Course Completion Rate*	Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the enrollment period ends*	71.6%	74.3%	72.92%	71.6%	71.6%
Completion of degrees and certificates combined	Unduplicated headcount of students who obtained a degree or a certificate	2,344	N/A	2,582	2,210	2,310
Completion of degrees	Unduplicated headcount of degrees (AA, AS, AST)	1,166	N/A	1,259	1,103	1,151
Completion of certificates	Unduplicated headcount of certificates of achievement, ASAs and Transfer Certificates	2,144	N/A	2,382	2,012	2,111
Transfers	Annual number of transfers to a 4-year institution	3,753	N/A	3,915	3,625	3,728

**Note. Based upon the new institution-set standards created after the 2016 ACCJC Annual Report.*

In its most recent year, college sit above all of the institution-set standards is has created.

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Licensure Exam Passage rate- Nursing	The number of student who passed the licensure examination over all who took the examination.	90%	N/A	94%	96%	95%
Licensure Exam Passage rate- Paramedic	The number of student who passed the licensure examination over all who took the examination.	90%	N/A	99%	95%	90%
Licensure Exam Passage rate- EMT	The number of student who passed the licensure examination over all who took the examination.	60%	N/A	75%	75%	77%
Licensure Exam Passage rate- Cosmetology	The number of student who passed the licensure examination over all who took the examination.	75%	N/A	76%	80%	76%
Licensure Exam Passage rate- Medical Lab Technology	The number of student who passed the licensure examination over all who took the examination.	90%	N/A	100%	N/A	N/A
Licensure Exam Passage rate- Phlebotomy	The number of student who passed the licensure examination over all who took the examination.	76%	N/A	93%	91%	93%

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Job Placement Rate* - Administrative Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	68%	62%	N/A
Job Placement Rate* - Alcohol and Drug Studies	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	67%	63%	N/A
Job Placement Rate* - Cinema	The number of students who are employed in the year following completion of a certificate program.	50%	N/A	50%	25%	N/A
Job Placement Rate* - Clinical Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	77%	63%	N/A
Job Placement Rate* - Cosmetology	The number of students who are employed in the year following completion of a certificate program.	55%	N/A	67%	56%	N/A
Job Placement Rate* - Early Childhood Teacher	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	64%	68%	N/A
Job Placement Rate* - Horticulture	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	42%	61%	N/A
Job Placement Rate* - Paramedic	The number of students who are employed in the year following completion of a certificate program.	70%	N/A	100%	72%	N/A
Job Placement Rate* - Registered Nurse	The number of students who are employed in the year following completion of a certificate program.	80%	N/A	82%	62%	N/A

*Set-standards were based upon the Perkins Core indicator reports for placement; the college did not complete these data for a period of three years, thus a 3-year average is not applicable

Organization of the Self-Evaluation Process

Saddleback College began preparing for the accreditation self-evaluation in xxx, xxx months prior to our scheduled visit in February 2017. Dr. Juan Avalos, vice president for student services, was the Accreditation Liaison Officer (ALO). The Accreditation Steering Committee was co-chaired by Dr. Avalos, Dr. Bob Cosgrove, as representative of the Academic Senate, and xxx, as representative of the Classified Senate/CSEA.

The Committee has met every two weeks since xx, actively overseeing the entire self-evaluation process. Standard chairs were appointed, and committees for each standard were constituted in xxxx, following an in-service presentation on the process for the entire College community.

Throughout the entire process, measures were taken to ensure that the voices of all constituent groups were heard and that the entire College community was focused on accreditation. Below is a time line of the self-evaluation process, followed by the composition of the Accreditation Steering Committee and each of the Standard Committees.

Accreditation Self-Evaluation Time Line

In Progress

Accreditation Self-Evaluation Steering Committee

In Progress

Standard Committee Members

In Progress

Organizational Information

Saddleback College, as part of the SOCCCD, is governed by the SOCCCD Board of Trustees (BOT). The BOT comprises seven members elected at-large to four-year terms by the voters of south Orange County. A student trustee, elected by the students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The BOT is responsible for overseeing all academic programs and educational services of Saddleback College

SOCCCD Board of Trustees (as of November 8, 2016):

Timothy Jemal, President

James R. Wright, Vice President

David B. Lang, Clerk

T.J. Prendergast III, Member

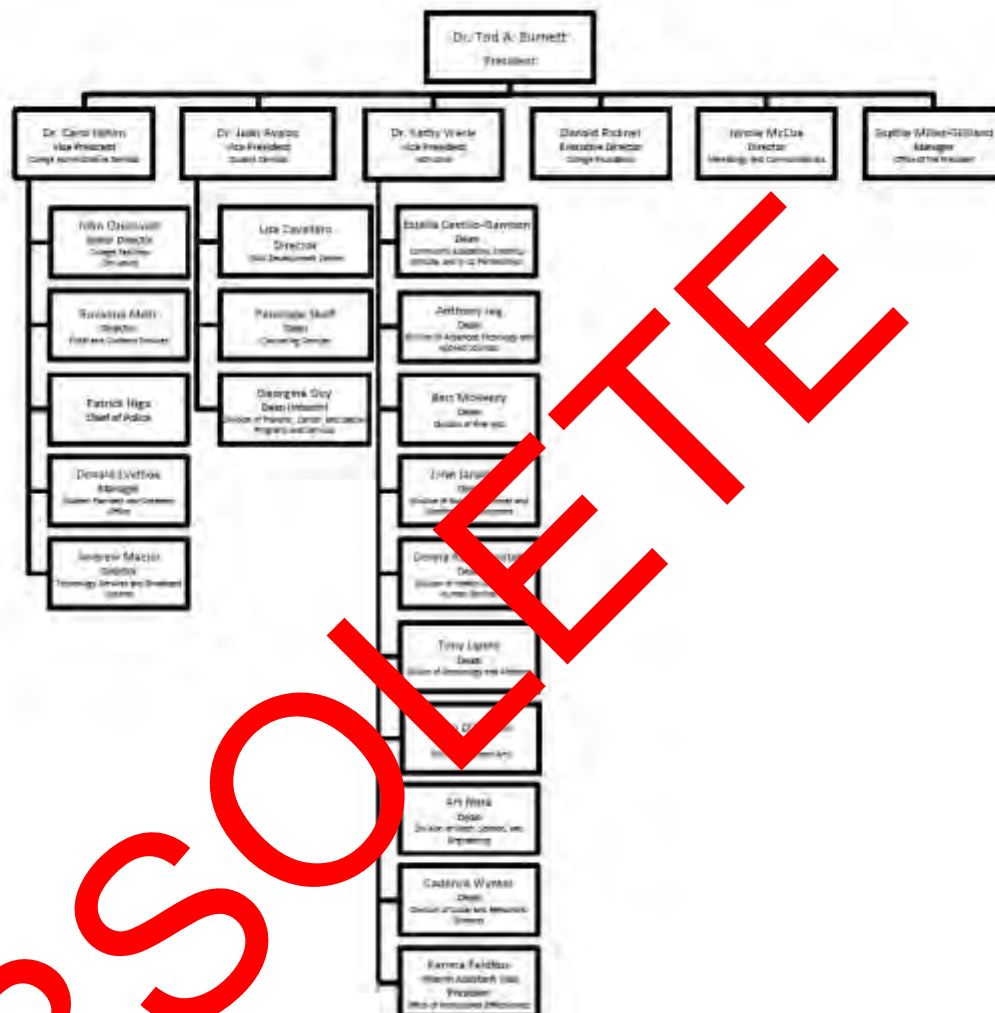
Marcia Milchiker, Member

Barbara A. Jay, Member

Terrell Whitt, Member

Johnathan Forde, Student Member

Organizational Charts



Districtwide Function Map (can speak to it here in narrative form, but place it in Appendix B)

OBSOLETE

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Saddleback College operates as a public, two year community college and awards degrees under Ed Code Sect 70900-10901 (ER 1-1) by the authority of the Board of Governors of the California Community Colleges. Locally governed by an elected Board of Trustees, the College is authorized to operate (ER 1-2) as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

2. Operational Status

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

Saddleback College (SC) has operated continuously since it was established in 1967. Student enrollment declined from 27,057 students in fall 2010 to 25,158 in fall 2014 as a result of the Great Recession in late 2008 (link to ER data provided by team, this data was not in standard II). In 2015, the institution had 5,387 total awards. Institutional data show a dramatic increase in the number of certificates awarded between 2012 and 2014. Studies and reports have been conducted to identify trends as well as the context of these changes (ER 2-1.1, ER 2-1.2). Degrees awarded over the last six years have also increased with 1,222 degrees awarded in 2009-2010, and 1,423 total degrees awarded in 2015-2016 (ER 2-2). The college maintains a class schedule ([ER 2-3](#)).

3. Degrees

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

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. The college maintains a list of degrees with length of study required to complete each program (ER 3-1). The Associate in Arts degrees and Associate in Science involve satisfactory completion of a minimum of 60 semester units with a "C" average or higher, including the units required in each area of emphasis and fulfillment of either the Saddleback College general education (GE) requirements (ER 3-2), CSU GE, or IGETC. The college maintains an inventory of the catalog designation of college-level courses for which degree credit is granted (ER 3-3; missing). The Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of "C" or higher; 12 of these units must be completed at the college. Students enrolled full-time could complete the requirements in two academic years. Trends on enrollment in

each degree program and non-degree program are available (ER 3-4). The data illustrate that in 2015-2016 there were total of 164,419 enrollments with 39,771 unique students whereas in 2013-2014 there were 164,107 student enrollments with 39,817 unique students in credit and non-credit courses combined (ER 3-4).

4. Chief Executive Officer

The governing board of the South Orange County Community College District and announced the appointment of Dr. Tod Burnett as president of Saddleback College on June 24, 2008. He assumed his position in August of 2008. The College is aware of its responsibility to immediately notify ACCJC when there is a change in the chief executive officer. Authority to operate the College and implement the college's district policies through the role of the chief executive officer is reflected in Board Policy 2201 (ER 4-1).

5. Financial Accountability

The college reviews its past, current and proposed budgets ([ER 5-1](#)). Annual external financial audits by a certified public accountant are conducted of the South Orange County Community College District including financial aid programs. Saddleback College is not audited as a separate entity ([ER 5-2](#), [ER 5-3](#), [ER 5-4](#)). The audit includes an audit of the district's financial aid programs. The governing board reviews these reports in a regularly scheduled meeting during public session ([ER 5-5](#)), and the Combined District/Foundations Audit Committee reviews the audit reports to identify any needed actions (ER 5-6 [2014-15 Audit Schedule](#), [10-26-15 Exit Audit Meeting Minutes](#)). The District files audit reports with the Orange County Department of Education and any other public agencies, as required. The most recent audit was during the 2014-15 academic year. There were no findings in 2014-15 as a result of the audit.

Saddleback College default rates are within the acceptable range. The College's three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7%, the 2012 cohort default was 11.1%, and the 2013 cohort default rate is 10.8%.

Additional information regarding Saddleback College's compliance with Title IV federal regulations can be found in the College's response to the *Policy on Institutional Compliance with Title IV*.

Certification of Continued Compliance with Commission Policies

1. Standards and Performance with Respect to Student Achievement

The institution has defined elements of student achievement. The college identifies and analyses student progress and achievement, defined as six-year completion rates ([CP 1-1](#)); persistence rates defined as enrollment in three consecutive primary terms ([CP 1-2](#)); 30 units rate defined as 6-year completion rates of 30 units ([CP 1-3](#)); remedial completion rate defined as 6-year completion rate of remedial to college level courses ([CP 1-4](#)). The college identifies, analyzes and defines performance indicators for successful course completion and course retention ([CP 1-5](#)), degrees and certificates ([CP 1-6](#)) and transfers ([CP 1-7](#)). The college also assesses the extent to which it serves its mission through demographic analyses ([CP 1-8](#)) as well as through Student Equity Plan research ([CP 1-9](#)).

Through its program review process ([CP 1-10](#)) the institution has defined elements of student achievement performance in each program, and has identified the expected measure of performance within each defined element through its process of creating institution-set standards. The defined elements include, but are not limited to job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers, as identified in the data tables in the section on student achievement and institution-set standards.

The institution-set standards across the institution are going through a more rigorous process to guide self-evaluation and institutional improvement. The beginning of these discussions occurred through the college's Planning and Budget Steering committee and culminated in the college's Institutional Effectiveness Partnership Initiative Annual Report ([CP 1-11](#)) as well as the college-wide through the Student Success Metrics Summit ([CP 1-12](#)).

Institution-set results are reported regularly across the campus and discussed among constituent groups ([CP 1-13.1](#), [CP 1-13.2](#), [CP 1-13.3](#)). The college also analyzes and publically discusses a holistic picture of its performance against targets ([CP 1-14.1](#)) for institution-wide planning, to evaluate how well the institution fulfills its mission, to determine needed changes to allocating resources, and to make improvements.

As outlined in the QIP, the defined data elements and expected performance levels through creation of institution-set standards as well as goals are going through a review process for creating greater relevance and meaningful integration into the college culture.

2. Credits, Program Length and Tuition

Through the curriculum process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular program review. The Program and Course Approval Handbook (PCAH) is the state-sanctioned handbook for curriculum development ([CP 2-1](#)). This handbook guides the development of new and revised programs and courses, including the assignment of credit hour and degree program length. 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).

The College ensures that, at the course level, its credits are consistent with accepted norms of higher education through its rigorous curriculum approval process during which Course Outlines of Record (CORs) are scrutinized carefully 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 California State and University of California systems to ensure articulation (CP 2-2).

Tuition is consistent across degree programs (\$46/unit). This excludes all non-credit programs. Degree completion requires completion of a minimum of 60 semester units, and 18 units minimum in a discipline or specialization (CP 2-3).

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, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that "[t]he standard formula for credit hour calculations applies to the majority of courses and course types and is derived from the regulations in title 5, section 55002.5 [, which] requires colleges to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours" (CP 2-4).

3. **Transfer Policies**

A detailed outline of the various transfer policies, including articulation and transfer patterns [pages 132-139], can be found in the College Catalog [pages 36-49]. Policies are also made available to students through MAP, the Student Handbook, counseling classes, and the Transfer Center. All of these mediums provide students with the information they need to create an academic plan (CP 3-1).

Policy 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, these mediums inform students 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. Students are also informed of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation, and the College Catalog provide means of determining the comparability of course taken at other California public colleges and universities (CP 3-2).

To determine the College's articulation compliance for each institution, the College regularly reviews the articulation policies of the University of California (UC) and California State University (CSU) systems, as well as private and out-of-state colleges and universities. Often, private universities in California and out-of-state colleges present special articulation questions. In these cases, the Counseling Department and the Articulation Office coordinate

inquiries and, as needed, will request information and clarification from division and departmental discipline experts.

Students can access Saddleback College's articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database. The Saddleback College homepage and the Transfer Center website both provide links to the ASSIST website. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in Counseling Services (CP 3-3).

4. Distance Education and Correspondence Education

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, there is no distinction between the competency levels determined for online versus 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, Carnegie Units, a standard metric used nationwide, are awarded in the same way for online courses and face-to-face courses. The college also revised the process for approving DE courses in the Curriculum Committee in 2015-2016 in response to requests from faculty and administrators for an updated, streamlined process. The college's new curriculum review process now includes the use of an Online Addendum form that is reviewed by at least 2-3 faculty members for approval of individual courses. In this process, faculty review and approve these forms in a sub-group of the Online Education Committee. Once the course is approved, the division dean has the right of assignment, and make individual decisions about assigning faculty to teach those approved courses (CP 4-1).

Several steps maintain the quality of online courses and online instruction. First, a subcommittee of the Curriculum Committee uses a separate approval process to ensure that the quality of online courses is consistent with that of face-to-face courses. The subcommittee also determines whether the intended methodology for the proposed online course is appropriate to the topic. The Distance Education Addendum confirms that faculty create assignments and grading strategies suited to an online environment. Through its representation on BPARC and DOEC, the college supported the revision of AR 6112, which is an Administrative Regulation that addresses the following areas: Definitions of a DE course, the role of the college's Curriculum Committee in approving DE courses, instructor contact, regular effective contact, notification of availability for faculty, content delivery and accessibility. AR 6112 is currently under review in BPARC, and is expected to be finalized by May, 2017 (CP 4-2).

Saddleback College uses the Blackboard Learning Management System (LMS) for its distance education classes. The College uses Microsoft Active Directory (AD) as the primary method of student authentication. Each student is provided with a unique username and password that students use to access the LMS and all relevant college related technology systems such as email. The LMS is hosted by Blackboard and the district has its own instance ensuring protection of student information. Students can only access the LMS with

their unique username and password. The automatic student account provisioning system ensures all students have their accounts created in a timely manner and also disabled when the student is no longer taking classes (CP 4-3).

Saddleback College provides a robust and redundant technology infrastructure that ensures students, faculty, staff, and management have access to the LMS and other technology resources. The College has a 1Gbps connection to the Internet through CENIC and a redundant 100Mbps. All College computers are on a gigabit network with ample bandwidth. The computers on campus are on a four year refresh cycle. There are 1,348 computers in instructional computer labs located throughout the College. The Learning Resource Center has over hundred fifty computers available for student use. Blackboard, the LMS used in distance education, is hosted by Blackboard and is integrated into our student information system. The Faculty Center for Student Success has a dedicated computer lab for instructors to use and it is staff with very knowledgeable application specialists and instructional technologist that assist faculty in their distance education courses and LMS. The district enters in a multi-year contract with the LMS provider to ensure continuity and system availability (CP 4-4).

5. Student Complaints

Saddleback College maintains formal policies and procedures for student complaints. These are provided for students on the College website (CP 5-1), the catalog (CP 5-2), and in the SOCCCD District's Board Policies and Administrative Regulations 3000 series (Human Resources) and 5000 series (Students), which are posted online (CP 5-3).

The college catalog (CP 5-4) includes several references for filing complaints regarding possible violations of the district's policies regarding equal employment opportunity, nondiscrimination, harassment, disability discrimination; and how to appeal grades, disqualification, academic conduct and disciplinary actions; these are reiterated in the annual Student Handbook (CP 5-5). The college catalog lists the contacts for various complaints and related processes. Students with complaints, grievances, and personal concerns about Saddleback College or any of its policies are encouraged to discuss them with the appropriate administrator or department chair.

Most student complaints are first filed with the Student Services. If the complaint is instruction related, it is referred to Academic Affairs. Personnel-related complaints including harassment and discrimination complaints are referred to the Human Resources Office. Student complaint files for the previous six years (since the last comprehensive evaluation) are available in the appropriate office (Vice President for Student Services, Vice President for Instruction, or district Human Resources); the files demonstrate accurate implementation of the complaint policies and procedures.

6. Institutional Disclosure and Advertising and Recruitment Materials

The college catalog is updated each year and is posted on the college website. The catalog provides detailed information on the college's courses, degree and certificate programs, and

completion requirements; policies on transfer; tuition, fees, and policies for refunds; information on the availability and requirements for financial aid; and rules regarding student conduct.

Each year the college's office of marketing and communications publishes an At a Glance brochure, which provides information on the college's demographics, academic and student support programs, and additional information on financial aid and scholarships, transfer, etc. The brochure is distributed to all administrators and managers to keep on file, and copies for the general public are located in various offices throughout campus. It is distributed by the outreach team during campus and community visits. The brochure is also posted on the college website.

The college website is continuously updated with information concerning the college's programs, services, and policies by trained and qualified staff. Each department on campus oversees the content on its webpages and updates accordingly.

The college's educational programs and services are the primary emphasis of college publications and promotional materials and are accurately represented.

The college catalog accurately reports the official college name, telephone numbers, and the street and website addresses; the college mission, vision and goals; programs and courses, and degree, certificate, and program completion requirements; faculty with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for student conduct; the institution's academic freedom statement; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment; policies related to the transfer of credits to other institutions; statements of nondiscrimination; location or locations where other institutional policies may be found; members of the governing board; and the accredited status of the institution. This information is also found on the college website and in the college's At a Glance brochure. The accredited status of the institution and accreditation reports can be found on the website, one click from the home page.

Accurate information is provided in the course catalog on national and state legal requirements for eligibility and licensure on career programs including nursing and real estate. The college website provides current gainful employment data of all career technical education programs as required for Title IV federal financial aid.

7. Title IV Compliance

Saddleback College complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and professional development of staff. Saddleback College was recertified to continue with the Department of Education federal financial aid program (CP 7-1). Recertification occurs every five years. The Financial Aid Office conducts compliance requirement checks on an annual basis by

following the US Department of Education's Federal Student Aid (FSA) assessment guide (CP 7-2).

Annual external financial audits by a certified public accountant are conducted of the South Orange County Community College District including financial aid programs. Saddleback College is not audited as a separate entity (CP 7-3). This audit includes an audit of the district's financial aid programs. The governing board reviews these reports in a regularly scheduled meeting during public session (CP 7-4), and the Combined District/Foundations Audit Committee reviews the audit reports to identify any needed actions (CP 7-5). The District files audit reports with the Orange County Department of Education and any other public agencies, as required. The most recent audit was during the 2014-15 academic year. There were no findings in 2014-15 as a result of the audit.

Saddleback College default rates fall within the acceptable range. The College's three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7%, the 2012 cohort default was 11.1%, and the 2013 cohort default rate is 10.8%. We attribute our success in keeping loan default rates at an acceptably low level by providing a financial aid orientation (CP 7-6) with a literacy component as a part of the loan process, and by providing a comprehensive Financial Aid Student Handbook (CP 7-8).

OBSOLETE

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 for all full-time faculty (III.A.1-1), part-time faculty (III.A.1-2), classified staff (III.A.1-3), and administrators and managers (III.A.1-4). 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

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 (III.A.1-5) and reflect the job duties outlined in Board Policy 4309, Duties and Responsibilities of the Faculty (III.A.1-6).

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 (III.A.1-7). 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 (III.A.1-8). The district’s Equal Employment Opportunity Plan serves as a recruiting guide (III.A.1-9). 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 commitment information process (III.A.1-10).

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 (III.A.1-1), and a college process to develop faculty position prioritization recommendations is consistently applied. Each year the college develops a list of faculty

positions to be filled through a defined process established by the Academic Senate (III.A.1-12). 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 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 CONE 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

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 (III.A.1-12) (III.A.1-13). 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. 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 organizes 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 through 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

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 nullified). 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 (III.A.1-7) (III.A.1-15).

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.

The recruitment and hiring process for College administrators and managers is set forth in Board Policy 4011, Employment Procedures for Administrators and Managers (III.A.1-4). 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 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 filled 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.

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) (III.A.2-1). The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (III.A.2-2). 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 53420 and the California Education Code §87359 (III.A.2-3). Equivalency policies are detailed in Board Policy 4011.1 (III.A.2-4).

Job descriptions for faculty positions are developed in accordance with Administrative Regulation 4011.1, Recruitment of Full-Time Faculty (III.A.2-5) and reflect the job duties outlined in Board Policy 4300, Duties and Responsibilities of the Faculty (III.A.2-6), which include curriculum development and the assessment of student learning, as well as the specific requirements of 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.

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 (IL.A.2-7).

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

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" (III.A.3-1). 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 4011.3 requires the OHR to verify a prospective employee's educational or professional certification, experience, or any other prerequisites for employment (III.A.3-2).

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

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 follow the negotiated procedure described in the collective bargaining agreement between the District and the SOCCCD Faculty Association (III.A.5-1).

Evaluation procedures for probationary (tenure-track), tenured, and part-time faculty members are defined in the 2015-2018 Academic Employee Master Agreement (III.A.5-2).

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 (III.A.5-3). 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" (III.A.5-4). 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 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. 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/ work site visit by the dean or department chair, and an evaluation report (III.A.5-5).

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.

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 (III.A.5-6). 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, *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 (III.A.5-7).

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 (III.A.5-8).

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.

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) (III.A.5-9). 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 (III.A.5-10) (III.A.5-11). Administrators and managers are evaluated semiannually during the first year of employment and annually thereafter. The evaluation is completed by the immediate supervisor on a Workday (III.A.5-12). 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 are in place to ensure evaluations are conducted by the employee's immediate supervisor on a regular basis as identified in the board policy, administrative regulation, and employee contract. 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 (III.A.5-13), and evaluation training has been provided in numerous sessions provided at College Management Team meetings and at District Administrators and Managers meetings (III.A.5-14) (III.A.5-15) (III.A.5-). 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 (PLA 8-1). 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 relative 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 by the department, department chairs facilitate discussion about needed improvements. Discussions about 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 analysis 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 insight 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.

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 (III.A.7-1).

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 (III.A.7-1) (III.A.7-2). College data show that from 2012 to spring 2016, full-time equivalent faculty have increased 15.5 percent, classified staffing increased 3.2 percent, and administrative and management staffing 16 percent. In this same time period, student enrollment was relatively unchanged (III.A.7-3). While some of the new classified and management positions were categorically-funded, the creation of these positions has enabled the college to meet 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 analyses 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 program of study in a timely fashion.

ANALYSIS AND EVALUATION

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.

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 the 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 benefit options, 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 grievance policy and complaint procedure, HIPPA notice of privacy practices, safety campus map, academic calendar, and the faculty employment agreement (III.A.8-1).

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. For the past two years, a stipend was provided for all part-time faculty who attended this dinner, and this has greatly increased participation in the event (III.A.8-2).

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 (III.A.8-3). 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 resource 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 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 (III.A.8-1). This oversight, 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 administrative 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 compensation board, 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.

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		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	4	1	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.

- 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.*

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 (III.A.10-1).

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 (III.A.10-2).

ANALYSIS AND EVALUATION

Saddleback College maintains an efficient 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

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 Redwood 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 (III.A.11-1). 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 document link in MySite, the District's information portal (III.A.11-2). 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.

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 the capacity of EEO representative on hiring committees (III.A.11-3).

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 (III.A.11-4)
- Classified Staff – CSEA Contract, July 1, 2012 – June 30, 2015 (III.A.11-5)
- Police Officers – Police Officers Association Master Agreement, July 1, 2012 – June 30, 2015 (III.A.11-6)

Grievance procedures, which deal with contract violations, are defined under the individual employee agreements. 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 (III.A.11-7). 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 (III.A.11-8), 4000.5 (III.A.11-9) (III.A.11-10), and 4000.6 (III.A.11-11). 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 policies 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 program 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 (III.A.12-1).

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 (III.A.12-2). 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 (III.A.12-3). 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 (III.A.12-4) (III.A.12-5).

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" (III.A.12-6).

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 reach 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 (III.A.12-7). The student clubs that foster appreciation of different cultural experiences include Appreciation of Pilipino American Culture (APAC), the Black Student Union, the Campus Crusade for Christ, the Christian Students Club, the Gay & Straight Alliance, the German Club, the Latin American Film Club, Latter-Day Saint Students, and the Muslim Student Union (III.A.12-8). Through the efforts of the International Student Program Office, the College makes every effort to integrate the international student population into campus life (III.A.12-9).

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 (III.A.12-10).

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 Día 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 150, Code of Ethics/Standards of Practice, for Members of the Board of Trustees (III.A.13-1). Additionally, the Board's prohibitions against divided loyalties (e.g., financial interests, 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 (III.A.13-2). All designated employees must abide by Administrative Regulation 4000.9, Conflict of Interest Code (III.A.13-3), 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 (III.A.13-4)
- Faculty are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards (III.A.13-5)
- Classified staff are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics (III.A.13-6)
- The Police Officers are expected to abide by the Law Enforcement Code of Ethics Statement (III.A.13-7)
- 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 (III.A.13-8)

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.

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 (III.A.13-9) (III.A.13-10) (III.A.13-11). In addition, the College has reinforced the expectation of ethical behavior through dialogue resulting in the joint "Statement of Mutual Respect and Collegial Behavior" and "Interpersonal Conflict Resolution Recommendation." (III.A.13-12)

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

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 (III.A.14-1) (III.A.14-2).

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 (III.A.14-3). Ideas for activities are solicited from the college community and through an employee survey, results from surveys taken during previous professional development activities, and discussion during the Academic Senate and other college committee meetings. Although organized through 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 (III.A.14-4) (III.A.14-5). 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 (III.A.14-6).

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.

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 (III.A.14-7). Currently, funding supports up to \$1,200 for full-time faculty and \$600 for full-time faculty (III.A.14-8). 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 (III.A.14-9). 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 the Academic Employee Master Agreement (III.A.14-5), 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 Word, 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 (III.A.14-10).

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 (III.A.14-11), 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, (III.A.14-12) (III.A.14-13). 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 (III.A.14-14).

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 (III.A.14-15), technology training via Lynda.com, and online training videos, job aids, and instruction manuals (III.A.14-16) (III.A.14-17). 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 (III.A.14-18). 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 (III.A.14-19).

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 (III.A.14-20) (III.A.14-21) (III.A.14-22).

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 (III.A.14-23). 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 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 (III.A.14-4).

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 evaluation forms 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 (III.A.15-1). 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 at the end of each business day.

Board Policy 3310 (III.A.15-2) and Administrative Regulations 3310 (III.A.15-3) explain the process for retaining and destroying records, as described in the Records Retention Manual (III.A.15-4). 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

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.

Evidence List

III.A.1

- III.A.1-1 - BP 4011.1 Recruitment: Full-Time Faculty Hiring.pdf
- III.A.1-2 - AR 4225 Recruitment: Part-time Faculty.pdf
- III.A.1-3 - BP 4011.3 Hiring Policy for Classified Staff.pdf
- III.A.1-4 - BP 4011.4 Employee Procedures for Administrators and Managers.pdf
- III.A.1-5 - AR 4011.1 Recruitment: Full-Time Faculty.pdf
- III.A.1-6 - BP 4309, Duties and Responsibilities of Faculty.pdf
- III.A.1-7 - Discipline List of Minimum Qualifications Handbook for 2014.pdf
- III.A.1-8 - Advertising Procedures.pdf
- III.A.1-9 - EEO Plan 2016-2019.pdf
- III.A.1-10 - EEO Training Certification.pdf
- III.A.1-11 - Classified Hiring Process.pdf
- III.A.1-12 - Exceptions to the Hiring Policy for Classified Staff.pdf
- III.A.1-13 - Classified Staff Recruitment Pilot Project.pdf
- III.A.1-14 - Title 5, Sections 53400-53430.pdf

III.A.2

- III.A.2-1 - Title 5, Sections 53400-53430.pdf

III.A.2-2 - Discipline List of Minimum Qualifications Handbook for 2014.pdf
III.A.2-3 - California Education Code 87359.pdf
III.A.2-4 - BP 4011.1, Recruitment: Full-Time Faculty Hiring.pdf
III.A.2-5 - AR 4011.1, Recruitment: Full-Time Faculty.pdf
III.A.2-6 - BP 4309, Duties and Responsibilities of the Faculty.pdf
III.A.2-7 - Saddleback College Employment Data.pdf

III.A.3

III.A.3-1 - Discipline List of Minimum Qualifications Handbook for 2014.pdf
III.A.3-2 - BP 4011.3, Hiring Policy for Classified Staff.pdf

III.A.4

NONE

III.A.5

III.A.5-1 - Academic Employee Master Agreement 2015 - 2018.pdf
III.A.5-2 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 42-43.pdf
III.A.5-3 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 43.pdf
III.A.5-4 - Academic Employee Master Agreement, 2015-2018, Article XVII, SECTION II, pg. 47-49.pdf
III.A.5-5 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 49-51.pdf
III.A.5-6 - CSEA Contract 2015-2018.pdf
III.A.5-7 - New Evaluation Reports for Employees.pdf
III.A.5-8 - Classified Staff Evaluation Form.pdf
III.A.5-9 - POA Contract 2012-2015.pdf
III.A.5-10 - BP 4090, Evaluation of Administrators/Classified Management Employees.pdf
III.A.5-11 - Administrative Regulation 4090.pdf
III.A.5-12 - FRISK Manual Cover.pdf
III.A.5-13 - Human Resources Performance Evaluator Training.pdf
III.A.5-14 - The Performance Management Process.pdf
III.A.5-15 - District Administrators & Managers (DAM) Meeting PowerPoint

III.A.6

III.A.6-1 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg. 42-49.pdf

III.A.7

III.A.7-1 - Full Time Faculty Obligation Memo 2015.pdf
III.A.7-2 - Full Time Faculty Obligation Data.pdf
III.A.7-3 - Headcount and FTES (6 Years).pdf

III.A.8

III.A.8-1 - Part Time Faculty New Hire Orientation.pdf
III.A.8-2 - Part-Time Faculty Dinner Attendees Fall 2016.pdf
III.A.8-3 - Faculty Development Funding.pdf
III.A.8-4 - BP 4310, Duties and Responsibilities of the Department/Academic Chair.pdf

III.A.9

NONE

III.A.10

III.A.10-1 - Students per Administrator.pdf
III.A.10-2 - Chronicles of Higher Education Article.pdf

III.A.11

III.A.11-1 - MySite.pdf
III.A.11-2 - Classified Staff EEO Representative Guidelines.pdf
III.A.11-3 - Academic Employee Master Agreement 2015 - 2018.pdf
III.A.11-4 - CSEA Contract 2015-2018.pdf
III.A.11-5 - POA Contract 2012-2015.pdf
III.A.11-6 - Harassment Policy and Complaint Procedure Booklet.pdf
III.A.11-7 - BP 4000.4, Equal Employment Opportunity.pdf
III.A.11-8 - BP 4000.5, Harassment and Discrimination Prevention and Complaint Procedures.pdf
III.A.11-9 - AR 4000.5, Harassment and Discrimination Prevention and Complaint Procedures.pdf
III.A.12-10 - BP 4000.6, Human Resources Complaints Harassment and Discrimination.pdf

III.A.12

III.A.12-1 - BP 4010, Commitment to Diversity.pdf
III.A.12-2 - SOCCCD-HR-EEO-MANUAL-2016-2019.pdf
III.A.12-3 - SOCCCD Equal Employment Opportunity Statement.pdf
III.A.12-4 - Workforce Analysis 2014-2015.pdf
III.A.12-5 - Applicant Pool 2014-2015.pdf
III.A.12-6 - Statement of Mutual Respect and Collegial Behavior.pdf
III.A.12-7 - Grants and Contracts.pdf
III.A.12-8 - ASG Clubs.pdf
III.A.12-9 - International Student Program.pdf
III.A.12-10 - Student Equity Plan 2014.pdf

III.A.13

III.A.13-1 - BP 110, Code of Ethics – Standards of Practice.pdf
III.A.13-2 - BP 154, Conflict of Interest.pdf
III.A.13-3 - AR 154, Conflict of Interest.pdf
III.A.13-4 - Administrator and Manager Code of Ethics.pdf
III.A.13-5 - Faculty Code of Ethics and Professional Standards.pdf
III.A.13-6 - CSEA Ethics Statement.pdf
III.A.13-7 - POA Statement of Ethics.pdf
III.A.13-8 - ASG Bylaws 2015-2016.pdf
III.A.13-9 - BP 112, Duties and Responsibilities of the Board of Trustees.pdf
III.A.13-10 - BP 2100.1, Delegation of Authority to the Academic Senate.pdf
III.A.13-11 - BP 2100.2, Role and Scope of Authority of the Academic Senates.pdf
III.A.14-12 - Interpersonal Conflict Resolution Recommendations.pdf

III.A.14

III.A.14-1 - Statement of Mutual Respect and Collegial Behavior.pdf
III.A.14-2 - Saddleback College Mission Vision and Values Statement.pdf
III.A.14-3 - Academic Senate's Faculty Development Flex Committee.pdf

III.A.14-4 - Full Time Faculty PD Hours.pdf
III.A.14-5 - Academic Employee Master Agreement, 2015-2018, Article XIV, pg. 23-25.pdf
III.A.14-6 - Individual Activity Flex Report Form.pdf
III.A.14-7 - Academic Senate Faculty Development Funding Committee.pdf
III.A.14-8 - Faculty Development Funding.pdf
III.A.14-9 - Academic Master Agreement, 2010-2014, Article XXVI, p.57.pdf
III.A.14-10 - FRISK Manual Cover.pdf
III.A.14-11 - Spring 2016 Flex Program.pdf
III.A.14-12 - Classified Senate Staff Development Fund Request.pdf
III.A.14-13 - Classified Senate Staff Development Funding Guidelines.pdf
III.A.14-14 - PD Survey Results for Classified Staff.pdf
III.A.14-15 - Safety Videos and Information.pdf
III.A.14-16 - Evidence Workday Training Site.pdf
III.A.14-17 - College Administrative Services (CAS) Guide for Saddleback College.pdf
III.A.14-18 - BP 4111, Employment Procedures for Administrators and Managers.pdf
III.A.14-19 - Classified Staff PD Evaluation Form.pdf
III.A.14-20 - PD Survey Results for Administrators & Managers.pdf
III.A.14-21 - PD Survey Results, Classified Staff.pdf
III.A.14-22 - PD Survey Results for Full-Time Faculty.pdf
III.A.14-23 - Workday Account Summary.pdf

III.A.15

III.A.15-1 - Administrative Regulations 2210 and 2211, MIA Privacy Policy.pdf
III.A.15-2 - BP 3310, Records Retention and Destruction.pdf
III.A.15-3 - AR 3310, Records Retention and Destruction.pdf
III.A.15-4 - Records Retention Manual.pdf

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 activities to ensure safe and sufficient facilities in all locations where it offers courses, programs, and student support services. This includes regular assessment and evaluation of facilities and the allocation of resources when needed. The processes used by the College and District Services to evaluate the sufficiency and safety of its facilities for renovations, relocations, and the building of new facilities are based upon established criteria and include extensive research, consultation, and dialogue within the appropriate committees. Moreover, the College integrates collegewide facility needs and safety concerns into its planning processes including the College Strategic Plan [IIIB-1], the Educational and Facilities Master Plan (EFMP) [IIIB-1], and the Five-Year Construction Plan [IIIB-1].

The EFMP, which was last completed in 2011 and is currently being updated, provides a blueprint for the College and District through 2031 and serves as the basis for facility expansion and modification decisions and the implementation of expenditures provided to improve facilities. The EFMP includes five-, 10-, and 20-year time horizons. Each year, a Five-Year Construction Plan, derived from the EFMP, is updated and submitted to the CCC Chancellor's Office. This prioritized list of projects for the entire district is developed by the district Facilities Planning Office with input from the presidents of both colleges. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan identifies the College's scheduled maintenance, renovation, and capital projects. These plans are discussed more fully in III.B.2 below.

Facilities planning is integrated into the districtwide and college strategic planning processes. The College participates in the District-Wide Strategic Planning Council whose purpose is to coordinate all district-wide planning [IIIB-5]. The college's Six Year Strategic Plan process was informed by various data sources [IIIB-6] including the Facilities Maintenance and Operations Department Administrative Unit Reviews (AUR) [IIIB-7] and safety inspection reports as commissioned by the Facilities Maintenance and Operations (FMO) management team [IIIB-8]. The Facilities Condition Assessment report of 2015 [IIIB-2] was a result of an integrated planning process to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

The Facilities, Maintenance, and Operations Department (FMO) at Saddleback College regularly reviews these plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities. The plans provide direction to guide

development of physical resources to accommodate student enrollment and student use of facilities for all the College's educational programs. For example, in 2014 the college created 613 temporary parking spaces to address the college community need for additional student parking. **ALSO ADD SCIENCES BUILDING AS AN EXAMPLE**. In addition, the College president, the President's Executive Team (PET), and the senior director of facilities review departmental program reviews and the Facilities Master Plan to ensure they are integrated and congruent.

Since the last accreditation self-evaluation, the District and College have 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 now either complete or nearing completion. Since 2010, \$134 M has been allocated to Saddleback College for facilities upgrades through the basic aid allocation process, described in detail in annex [IIIB-4].

The FMO Department is also responsible for the maintenance of all campus facilities to ensure compliance with District and College plans, to ensure a safe, secure, clean, and accessible environment that is compliant with all state and federal regulations, 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 senior director of facilities is responsible for overseeing the work of the FMO Department, which operates during normal business hours. In addition, the College also has an evening and weekend administrator program [IIIB-9] through which administrators and deans alternate serving as the point person during these times in order to address problems that arise, perform safety checks, and document and report facility concerns.

The College meets its facilities needs by assessing usage data and conducting evaluations and surveys to ensure the maintenance and safety of all campus buildings. Critical to this success are the monthly reports generated by the Advanced Maintenance Management System (AMMS) [IIIB-10]. The AMMS program allows users to track safety issues and emergency repair work. The user can track work that is performed in each building, who performed the work, and the duration of the project. The AMMS system can also help determine how timely work requests are completed and electronically maintains all records of past work orders. This information is useful in planning work schedules and evaluating staffing requirements.

The senior director of facilities 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 at the College. Complaints received are reviewed 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. In addition, through the program review (PR)

and administrative unit review (AUR) processes, described in I.x.xx above, each instructional program and student support and administrative unit selects and prioritizes needs to be supported through the resource allocation process. This includes funding for new facilities, equipment, and technology.

Regular assessment and evaluation of College facilities is done through the Facilities Maintenance and Operations Department administrative unit review (AUR) [IIIB-7], safety inspection reports as commissioned by the Facilities Maintenance and Operations (FMO) management team [IIIB-8], and the Facilities Condition Assessment report of 2016 [IIIB-2], which serves to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

In May 2016, Saddleback College received the Facility Condition Assessment Report (FCA) [IIIB-2]. 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. The FCA report has been integrated and incorporated into a School Dude planning module which houses a 20-Year Facility, Renovation, and Scheduled Maintenance Plan to identify project priorities and can be updated by the college as needed [IIIB-11].

The Office of Instruction selects off-site facilities with input from division deans and is responsible for ensuring that these 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 verify that it is suitable, meets student and instructor needs, and is safe.

During 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 responsible dean or the vice president for instruction resolves any issues. If a site proves to be unsatisfactory, that site will not be used again. The College supports the use of off-site classes only when the location chosen meets student needs and on-campus classes are not adversely affected.

Safety

Annually, the Risk Management Department, with input from Keenan & Associates, the District's property and liability carrier, reviews and updates the District's Injury and Illness Prevention Plan [IIIB-9]. The College's FMO staff also participates in monthly on-the-job safety training [IIIB-12]. Keenan & Associates conducts annual inspections (State Wide Association of Community Colleges, SWACC) [IIIB-13] 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. Consultation with the units of Disabled Students Program and Services (DSPS), and the Campus Police ensures that the College provides safe ingress and regress travel access to all facilities.

Recently, the Board of Trustees (BOT) approved basic aid funding of \$650,000 to engage ADA transition plan consultation services and approved these services at the February 2016 board meeting. The ADA Transition Plan Consultant, Cordoba Corporation, began surveying all campus buildings and exterior pedestrian pathways in March 2015 to identify barriers to accessibility. All surveys were complete by August 2016. The results of the surveys were entered into a database for analysis and tracking purposes. The issues identified as non-ADA compliant have been prioritized and costs for correction of the items have been estimated. The means of correcting the identified issues vary between adjustments and repairs that can be completed by campus maintenance staff, repairs and reconstruction that require work by contractors, and work that will be included in future building renovations. Funding sources vary as well [IIIB-14]. It is the intent of the District to develop an achievable twelve-year execution plan. The Transition Plan is scheduled to be complete in fall 2016 and will continue to be a tool for analyzing, prioritizing, scheduling and monitoring ADA compliance in the future.

Facilities plans such as the EFMP and the 5-year construction plan are reviewed annually and implemented as appropriate to meet all relevant 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, a participatory governance committee composed of classified staff, faculty, administrators, and students, ensures that the College complies with established safety standards. The College also has a site witness program to enable members of the campus community to report concerns; this helps to ensure and maintain safety campus wide [IIIB-15].

Be Safe

The Saddleback College Police Department 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 College campus. In the event of an emergency, this information is instantly accessible, thus allowing critical decisions to implement strategies to protect life and property to be made quickly and effectively.

“Be Safe” is a proactive system, and it facilitates clear communications among College resources and emergency first responders with critical information about the entire campus. This system engages and integrates students, administrators, and emergency response teams and supports Emergency Services and FMO Space Inventory [IIIB-16].

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. [IIIB-17].

CISCO AlertMe System on VOIP

The Cisco AlertMe System, or Informa Cast, is a mass broadcast and notification system that can be used by the College Police Department personnel to push immediate voice and text messages to every telephone on campus. The voice-alert messages automatically sound on the telephone's external speakers, and the accompanying text message appears on the telephone's LCD display so the device receiver does not have to be picked up to receive these messages. In 2007, the CISCO AlertMe System proved very useful and helpful in facilitating the real-time evacuation of the campus when smoke from wildfires caused unhealthy air quality campus-wide. AlertMe has also been used to conduct building evacuations during fire drills and in other scenarios conducted by the Saddleback College Police Department and local law enforcement agencies in exercising mutual aid protocols and emergency response procedures [IIIB-18].

College Police Department Equipment Upgrade

The College Police Department has 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 also 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 the state mandated standard certification program, the Peace Officers Standards and Training (P.O.S.T.), 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 Police Department 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 are available to employees, students, and the public on the Police Department webpage. It is also included during the onboarding process for new district employees. [IIIB-19].

Video Camera System with Access Control Integration

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 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 users of the video cameras can provide suspect information quickly and assist in directing officers to the proper location. All new buildings, including the recently constructed Sciences Building, will have video systems and access control incorporated; long-term goal is to have all buildings with video coverage and integrated access control.

Training

A program to train faculty, staff, managers, and administrators for emergency situations via table top exercises that include a review of plans and practice scenarios has begun. The President's Executive Team (PET) has completed a table top exercise for active shooter incidents and another is planned for delivery to college management personnel and will cover EOC and Policy Team roles and responsibilities. Presentations have been given at the college's Management Team meetings and the 2015 management retreat. Individual departments and divisions have

requested and have been given safety training in their staff meetings.

The College Police Department has been working closely with the Orange County Sheriff's Department (OCSD) for emergency preparedness. In 2014 and 2015 the college participated in live active shooter training scenarios both on the college campus and at a nearby mall, and in 2016 an officer trained with the local SWAT in classroom studies of tactics. The college's Police Chief has attended various OCSD patrol briefings to distribute campus maps and explain locations and routes for active shooter responses. College Police Department 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. In June 2016, the college's lieutenant led an in-house training on tactics and multiple shooter scenarios.

Evaluation of Facilities Utilization

Effective use of facilities is determined in a variety of ways. The College utilizes the Ad Astra scheduling system to ensure the efficient space use and space allocation. The Five-Year Construction Plan and the six-year Strategic Plan drive decisions and serve as 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. The results of the most recent employee survey are summarized below [IIIB-20]. Issues that arise unexpectedly are reported on the AMIS maintenance work order system and are addressed in a timely manner.

The Facilities, Maintenance and Operations department reviews College plans and other pertinent documents to determine the sufficiency of classrooms, lecture halls, labs, and other 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 2012 AUO.

According to the 2014 Employee Survey (n=334):

- Roughly 50% 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.

ANALYSIS AND EVALUATION

The College has various plans and procedures in place to effectively manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. The College planning processes are integrated and are used to identify facilities needs and strategies for accomplishing those needs.

The Advanced Maintenance Management System (AMMS) is a 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 purchased an \$11,000 AMMS upgrade in fiscal year 2015/2016 to increase the effectiveness and efficiency of the system and improve our ability to meet the needs of the College. Some of the new features in the upgrade include enhanced login and approval options, an improved scheduler function, ability to attach files, new reporting options, etc.

A major challenge faced by the College is obtaining funding for new buildings and for upgrading existing facilities and land. The Board of Trustees has not pursued a local bond for new facilities and facilities improvement and instead relies primarily on excess property tax revenue above apportionment to fund facilities, referred to as basic aid funding and described in III.D.1 below. 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 Capital Improvement Committee (CIC). This participatory governance group makes recommendations on major districtwide facilities and related matters [IIIB-21]. CIC is now able to utilize the Facility Condition Assessment report (FCA) to inform its recommendations for facilities funding for the College [IIIB-2].

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 documents that drive the building of new facilities and the major renovation of existing facilities and infrastructure are the Education and Facilities Master Plan (EFMP) and the Facilities Condition Assessment (FCA) report. The District, in collaboration with the college and using a consulting firm, oversaw the development of the EFMP utilizing data and information largely provided by the College. The plan evaluated current space inventory broken down by category such as lab, classroom, and office space. An enrollment projection by discipline was established and then a long-term capital plan was developed to meet student needs by discipline. This plan projects out building needs to 2031, and breaks down implementation into three phases. The District and the college are scheduled to update the plan within the next year.

The Facilities Condition Assessment (FCA) report was a multi-stage, comprehensive report that took several years to produce. The FCA describes a physical evaluation of the existing condition of a facility and its systems. The report includes building systems (such as roof exteriors, plumbing, and HVAC), building components (such as chillers, electrical panels, and pumps), equipment inventory (including as photos and data), preventative maintenance schedules, and infrastructure. The findings are used with predictive cost models to estimate current and future funding requirements. The FCA report has been integrated and incorporated into a School Dude planning module which identifies priorities for all identified projects and can be updated by the college as needed [EVIDENCE SCHOOL DUDE 20-YEAR PLAN REPORT].

It is the responsibility of the College and District facilities departments to provide direction and oversight for facilities planning and construction. When planning building renovations and construction projects, the facilities departments review the EFMP as well as the FCA report. These items are prioritized and referenced during the annual cycle for requesting funding.

If a project is included in either these plans then project proposals are submitted and evaluated through participatory governance groups such as the Capital Improvement Committee and the Basic Aid Allocation Resource Committee (BAARC) for funding recommendation. If funding is approved, consultation begins with the department heads and end-users to consider the needs of programs and refine 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 the College's Strategic Plan. The institution and the CMO Department have been engaging in results-oriented planning processes on an on-going basis.

College plans for scheduled maintenance upgrades are developed by the College's Safety and Facilities Committee. As a first step, the Committee reviews the College's Strategic Plan, including its mission and vision, to ensure that the physical needs of all the College's programs and services are being met. Budget planning for physical resources is accomplished through integrated planning; needs identified through PRs and AURs that are in alignment with the college's strategic plan support budget requests for physical resources.

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 Safety and Facilities Committee evaluates the effectiveness of the College's facilities and equipment in meeting the needs of programs and services through the College Resource Committee process. The FMO Department also incorporates college physical resource needs into its own Administrative Unit Report with input from the professional trades and crafts experts on staff.

An FMO project list [IIB-22] lists the current and completed projects and status reports from 2003 to the present. These reports are reviewed in weekly FMO meetings held every Tuesday morning [IIB-23]. The institution uses its facilities effectively by maintaining classrooms that support the recommended cap-load ratio based on FTES. The physical condition of College facilities used by students, community education programs, and the surrounding community is maintained by FMO; FMO's mission is to create an environment conducive to an effective learning experience.

ANALYSIS AND EVALUATION

The College processes ensure effective utilization and the continuing quality necessary to support its programs and services to achieve its mission. The combined efforts of College planning and implementation by the FMO are effective and adequately meet the needs of students, faculty, and staff.

The EFMP 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, the project moved to the top of the prioritized list. The Gateway project, scheduled to match 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 projected construction start in October 2017 and a scheduled completion date of January 2019, which is much sooner than was originally planned.

Funding new buildings, scheduled maintenance, and facility and site upgrades continue to be a significant challenge. Facility needs are well researched and documented in reports such as the Facilities Condition Assessment Report, but the unfunded scheduled maintenance needs of the college remain high. The College will continue to work through the CIC process to develop a comprehensive funding plan to address these needs.

Equipment and technology has been well funded. Funds for technology have been allocated to the College through the basic aid allocation process, and regular annual allocations have allowed the College to aggressively fund technology on campus. Specific discussion of funding

for distance education technology is discussed further in III.C., Technology Services.

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	\$ 4,900,555.17

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.

EVIDENCE OF MEETING THE STANDARD

The College primarily assesses the effectiveness of its facilities in supporting the College's program and services through the PR and AUR processes. Every two years, each program and student support and administrative unit is required to assess its physical resources and to complete a needs assessment. Facilities, technology, and equipment needs identified through the PR and AUR are prioritized for funding on an annual basis through the resource allocation process led by the College Resource Committee (CRC). Long-term needs for facilities, including type and size, are assessed at the program level, and are utilized in the development of future education and facilities master plans.

The Safety and Facilities Committee and the Technology Committee also evaluates requests from the PRs and AURs and each establishes a prioritized list of projects for their area. The CRC integrates the prioritized lists for each type of request (e.g. facilities, equipment, staffing, technology, and other) into a consolidated list.

Evaluation of facilities is also done within areas and divisions. For example, on a regular basis student services, with input from each of the ten managers reporting to the vice president for 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 and then with PET. This evaluation has resulted in improvements such as the mutual usage of space by compatible programs, the moving of programs to more adequate space, the moving of programs due to necessity in a remodeling

process, and better usage of space to improve service to students. While many of these improvements are short-term, the identification of facility needs for delivering student services is integrated into long-term plans, such as the construction of the Gateway Building, which is identified on the EFMP.

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 replacement needs. The Committee meets annually to review and revise the Technology Plan based in part on needs requested through the PR/AUR process.

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 College has multiple ways in which physical resource needs are planned and evaluated. The first step is identifying the needs of each instructional program and student support and administrative unit through the PR/AUR processes. The Safety and Facilities Committee, the Technology Committee, and the CRC, are participatory governance bodies at the College and effectively prioritizing identified needs to best support all programs and services. For facilities projects of larger scope, an annual recommendation is provided to CIC identifying the projects that the College would like to see funded. This participatory governance committee, composed of representatives from both colleges and the District, then advance recommendations for capital projects districtwide and include them in the district's annual 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 EFMP is the document that drives the building and major renovation of facilities at the College. This long-range plan is the result of an extensive, collaborative process that includes significant participation of College faculty, staff, administration, and students

This plan identifies in detail all existing facilities by building and also addresses 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 vice presidents for instruction and student services and are supported by OPRA. This plan includes projected need for classrooms, laboratory space, athletic fields, student service space, office space, parking, and roads. The needs are prioritized and a phased plan was 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. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan available through the college's School Dude planning module serves as an effective tool for documenting the scheduled maintenance needs of the College. This plan is referenced during the review for annual recommendations to the Capital Improvement Committee in accordance with the identified priorities.

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. District Services facilities planning professionals utilize a formula for new building construction that assumes the initial building cost is only a percentage of the total cost of ownership which includes maintenance and renovation needs. The College president, senior director of facilities, and the vice president for college 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 an integral part of ensuring that capital projects support College goals. The budget is driven by the long-term 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.

Over the years, 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. And in January 2009, the installation of an absorption chiller was completed. The 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. 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 continually address its scheduled maintenance needs. The College has spent \$8 million in scheduled maintenance over the past ten years [IIIB-24]. Realizing this is a priority, in 2009-10 the District made this a districtwide goal [IIIB-25]. This goal led to the development of the Facilities Condition Assessment report and a 20-Year Facility, Renovation and Scheduled Maintenance Plan to address facilities needs 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; in this method, design and construction services are contracted by a single entity. 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 health, 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 sustainability and intends to continue to explore sustainable alternatives, including the feasibility of LEED building certification and other 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 campus as appropriate.

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.

Evidence List

- IIIB-1 – Saddleback College Education and Facilities Plan (EMFP).pdf
- IIIB-2 – 2016 Facility Condition Assessment (FCA) Report.pdf
- IIIB-3 – 2017 -2021 Capital Outlay Plan
- IIIB-4 – Basic Aid Projects Expenditure History
- IIIB-5 – District Wide Strategic Planning Council.pdf
- IIIB-6 – Saddleback College Strategic Plan 2014-2020 Goals, Objectives and Strategies.pdf
- IIIB-7 – Administrative Unit Review (AUR) for Facilities Maintenance and Operations.pdf
- IIIB-8 – Example safety inspection report, Sidewalk Trip Hazard Repair Proposal
- IIIB-9 – Injury and Illness Prevention Plan 2015.pdf
- IIIB-10 – Sample AMMS System Report
- IIIB-11 – SCHOOL DUDE 20-YEAR PLAN REPORT
- IIIB-12 – Monthly-on-the-job safety training sign in sheets.pdf
- IIIB-13 – 2016 SWACC Report Summary Risk Management.pdf
- IIIB-14 – ADA Transition Plan - PENDING
- IIIB-15 – Silent Witness Form.pdf
- IIIB-16 – “Be Safe” program log-in screen
- IIIB-17 – Blackboard Connect log-in screen
- IIIB-18 – Cisco AlertMe (Informa Cast) system log-in screen
- IIIB-19 – Safety Videos and Information.pdf
- IIIB-20 – Saddleback College Employee Survey – Results-Resources ONLY (2009 2012 2013).pdf
- IIIB-21 – CIC Committee Composition and Purpose.pdf
- IIIB-22 – FMO Project List.pdf
- IIIB-23 – FMO Department Meeting Agendas and Attendance Lists
- IIIB-24 – Scheduled Maintenance Expenditures over a 10-year period
- IIIB-25 – Board of Trustees

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

The College is a large and 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 categories of technology support at the College are 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 Classroom Computers
- Open Access/General Use Computers

Telephones

- Adds, Moves, and Changes
- Call Centers/Phone Trees
- Voicemail
- Fax Lines

Software and 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

- Boardroom Equipment Operation & Support
- Classroom Media Support
- Equipment Maintenance
- Equipment Installation
- Troubleshooting
- Outdoor Media Systems

- System Maintenance
- System Operation
- Media Services
- Video Duplication

PoE IP-Based Camera

- Configure, Maintain, and Support Cameras and Servers
- Integrate Cameras with Alarm and 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
- Troubleshoot
- Software Installation and Configuration

College Technology Services provides technical support for faculty, staff, managers, and administrators. Their hours of operation are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 1:00 p.m. on Friday. There are 13 full-time technical staff, two 60 percent technical staff, an administrative assistant, an assistant director, and a director (III.C.1-1). The staff are qualified to provide support in all of the areas listed. The College's television and radio educational programs use extensive technology. They have dedicated video production specialist staff that assist in supporting these successful and technically adroit programs. Technology Services managers receive text messages via monitoring systems and respond to email after normal Help Desk hours and on weekends.

District manages many core services used by Saddleback, Irvine Valley College, and ATEP. These services include the student information system, the email system, CENIC internet lines, the Enterprise Resource Planning 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

second and third floors of the Learning Resource Center. The computer lab on the second 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 third floor has 46 open lab computers utilized for research and homework purposes. The student Help Desk offer students in both online and face-to-face classes direct technical support via telephone, email, or in person. In spring 2015, the student Help Desks added a live online technical support chat to assist online students. Hours of operation are Monday through Thursday, 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 2:00 p.m., and 10:00 a.m. to 3:00 p.m. Saturday.

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 (III.C.1-2). There are three specialists and one office assistant who are available to assist faculty (III.C.1-3). Each semester, the FCSS offers various instructional technology training options, including 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 into classes, including the latest technologies
- Teaching and learning best 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 FCSS is open Monday through Thursday from 7:00 a.m. to 7:00 p.m. and from 7:00 a.m. to 5:00 p.m. Friday. FCSS staff offer workshops on a wide variety of topics throughout the semester. Session topics range from the basics of using the LMS to how to create instructional videos in five minutes or less. In order to accommodate varied faculty schedules, sessions are usually between one to two hours and are available at varying times while the FCSS is open. Surveys from both the start and end of the semester determine the best times for these workshops and which classes should be offered in the future.

The FCSS and the online education coordinator collaborate with Irvine Valley College to organize yearly joint college events, such as the Online Education Summit. FCSS also presents several sessions during PD Week each semester. FCSS also offers fully online or hybrid sessions, on topics such as how to get started online and getting started with Camtasia. In addition to the weeklong 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

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. There are three full-time staff members dedicated to instructional technology support for faculty (two application specialist II positions, and one instructional technologist). At the College, there are also two full-time positions and one half-time position for student technical support located in the LRC.. Furthermore, the Division of Online Education and Learning Resources (OELR) supports activities at the College that engage students, faculty, and staff with online education. These activities have included the 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 help the center gauge whether it is meeting the needs of faculty. The president's professional development survey included feedback about the support available for online education, learning needs, and future interests. Ongoing feedback from the online education coordinator, dean of OELR, and FCSS supports the distance education programs and services on campus. The online education coordinator also solicits feedback from faculty on services and programs, and then shares this information with the FCSS and the dean of OELR. Finally, there are onboarding opportunities that introduce new faculty to technology skills and best practices in online education. Workshops and one-on-one training at the FCSS help existing faculty to maintain skills. Mentors also help to determine needs for future professional development. Furthermore, the Online Education Committee, District Online Education Committee (DOEC), the Division of OELR and FCSS make recommendations for additional needs.

Support—District IT Hours of Operation

District IT technical staff answer Help Desk calls Monday through Friday from 7:00 a.m. to 6:00 p.m. Additionally, the department has a 24/7 emergency hotline; when users call and leave a message on this line, District IT personnel are notified. District IT management also monitors and responds to email after normal Help Desk hours.

Facilities—Computer Labs on Campus

The College has 50 instructional computer labs located throughout the campus (see: Table 1). With the exception of the FCSS, which is dedicated to faculty use, all of these labs are available to students on campus. There is a total of 1553 computers in these labs. The vast majority of these computers are Windows-based machines with 372 devices operating an Apple operating system. The FCSS operates Mac computers, which have the dual capability of running Windows or Apple operating systems. The Technology Services department maintains and supports all of these systems. There is a continued demand for additional instructional computer labs; each year, different divisions request new computer lab setups. The technology committee created

a new computer lab process to review requests and recommend options to the CRC committee (III.C.1-4).

Table 1. Instructional Computer Labs

Description & Location	Number of Systems
Matriculation/Student Success Lab Vil 8	36
MAP Lab SSC 166	17
Matriculation Laptops	30
Comm Arts Audio (Mac) Vil 507	27
Comm Arts Editing Lab (Mac) Vil 517	27
Comm Arts Video Lab (Mac) Vil 508	27
Digital Photography (Mac) LRC 102	33
Digital Photography (Mac) LRC 103	28
<i>Faculty Center for Student Success (Mac) BGS 249</i>	37
High Tech Prod Lab (Mac) Vil 23-1	6
Journalism (Mac) LRC 116	20
Auto Tech (Win) (10 laptops) TAS 123-127	16
BGS Fashion BGS 104,110,119	3
BGS Interior Design BGS 130-132	9
BGS 233 Lab (Windows)	31
BGS 234 Lab (Windows)	31
IMC Lab (Windows) BGS 240	80
IMC Laptops	47
Career Center (Windows) SSC	38
Fine Arts iPads	12
Graphics Lab (Mac) TAS 215	17
Graphics Lab (Mac) TAS 226	29
Graphics Lab (Mac) TAS 227	36
Health Science iPads	90
MSE Lab (Windows) SM 348	53
Radio Lab Audio Auditing	4
Liberal Arts Lab (Windows) LRC 117**	27
CAD Lab (Windows) TAS 218	33
CAD Lab (Windows) Vil 24-2	31
General Lab (Windows) Vil 32-1 (CAD Lab)	33
Rapid Prototyping (Win) Vil 33-2	18

Reading Lab (Windows) LRC 215,216,221,230	104
High Tech Lab (Win) Vil 29-1	19
KSBR	15
Biology Lab (Laptops -- Z books)	11
Chemistry Lab (Windows) SM 207	29
Chemistry Lab (Laptops -- Z books)	60
Chemistry Lab (Windows & 2 Macs included in the 29)	29
Counseling Laptops (Windows) SSC	30
Library Workshop Laptops (Win) LRC 314	0
Physics laptops (Windows) SM 101-102 old (New Science 125-127)	53
LRC Tutoring (Win) * LRC & LRC 208	10
Health Sci Lab (Windows) (2018) HS 103	33
Health Sci Laptops HS 102 & 112	12
Language Lab (Windows) LRC 258	40
<i>Student Government</i>	6
Writing Lab (Win) LRC 209-210	55
Library Open Lab Zero Clients (Tutoring) (LRC 258 & LRC 258)	90
SSC Lobby (Zero Clients)	10
A&R Lobby (Zero Clients)	10
TOTAL:	1553

Facilities—Faculty Center for Student Success

The facilities for the FCS offer both a workspace and lounge area for any full-time and part-time faculty member who wish to work or relax. This faculty area includes the following features:

- 10 Mac computers with 26" large screens which are Mac/PC compatible with five additional individual workstations available outside of the 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, Camtasia video editing tools, as well as others
- Two sound booths equipped with multimedia Mac/PCs, 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, and laser pointers

Facilities—Data Center Funds Allocated

The College has grown through the years, and the demand for technology has skyrocketed. This demand required the deployment and installation of technology that included additional hardware. The College has a main distribution frame (MDF) located on the first floor of the LRC and Library building. The MDF houses all the crucial servers, storage area network (SAN), 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 properly housing 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 funding will ensure all College systems are housed in a data center that contains all the necessary facility requirements.

The District developed the 20-year Education and Facilities Master Plan to address the needs of the College. This plan is updated every five years and includes distance education needs as well as the technology needs for new buildings.

Hardware—Computers

All full-time employees receive a computer and monitor. Based on employee request and approval from an immediate supervisor, a second monitor is set up to aid in efficiency. The majority of employees receive a voice over IP (VoIP) phone. There are numerous printers and multifunction devices where employees can print. Divisions and departments have networked copiers that they use for printing, copying, and scanning. Additionally, the College has a reprographics department which accommodates larger and more complex print jobs.

Student printing 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 LRC, Business/General Studies, Health Science, and science and 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 mobile devices, laptops, or through the internet and then release the print at any of the print locations at Saddleback College or Irvine Valley College (III.C.1-5).

Hardware—Audio Visual

All instructional classrooms include a projector, screen, computer, monitor, small speaker, and a teacher desk. Technology Services computer/audiovisual technicians support classroom equipment and provide quick training to faculty and staff on the use of this 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.

Computer-audiovisual technicians typically attend multiple events during the week to help support various functions throughout campus and provide dedicated audiovisual support. The College submitted funding requests in 2015-2016 and 2016-2017 to refresh the technology in classrooms. The current equipment is showing signs of wear, and given the fast pace of technology, the majority of the rooms cannot accommodate digital connections such as HDMI or mobile phone connections. The Technology Committee developed a standard outlining the minimum level of technology needed in the classroom to assist faculty in the delivery of their lectures. The standard was integrated into the Technology Plan.

The College 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 connecting to the MDF in a star topology. Twelve strands of fiber run between the MDF and each individual intermediate distribution frame (IDF). Additionally, the College upgraded all of its Cisco switches from the edge to the core. Each IDF Cisco switch stack is connected with two 10 Gbps 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 college, including coverage of athletic fields, parking lots, and roads. Based on the radio frequency (RF) survey conducted, an additional 600 access points will be required to achieve this goal. Funding requests were submitted for 2014-2015, and a subsequent funding request for 2016-2017 was submitted to complete the second phase of the project. A third funding request is being submitted for 2017-2018 to complete the project.

The College's Technology Committee developed a replacement schedule for all computers on campus (see C.1-6). All employee desktop and laptop computers are replaced every four years. Equivalently, all classroom (non-computer lab) 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. Meanwhile, the Language Lab computers are replaced every four years. The trickle down of the CAD lab computers moves to other labs that do not require a two-year replacement cycle.

All other technical equipment has a replacement cycle based on its lifespan. For example, projectors are replaced every seven years, while the storage area network (SAN) is replaced every five years.

Software

The 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. The faculty drive all classroom instructional software acquisitions, and program need determine renewals. 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 has 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. Key software tools provided to students include MySite and My Academic Plan (MAP).

MySite

MySite is the enterprise Web portal that provides personalized online services to faculty, staff, and students at Saddleback College and Irvine Valley College (III.C.1-7). It provides students the ability to add and drop classes, view semester grades, review transcripts, track the statuses of classes during registration, access email, view college announcements, change ones mailing address, forward college email, receive appointment dates, order textbooks, store personal links, set automatic reminder emails, and more.

Faculty can use MySite to 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.

The District continuously updates MySite software to ensure that it meets the needs of students, faculty, staff, and management. In Fall 2016, a new version, MySite 3.0, will be released. This updated version will feature a student success dashboard that will provide students a unified place to see the progress they are making toward achieving their academic goal(s). MySite 3.0 will be fully mobile responsive and will include advanced search capabilities to assist students in finding the information they need. Additionally, each page will include

tutorial videos produced by the student design team—a group of students who assist the College in the design of all of its systems.

SmartSchedule

The District deployed the SmartSchedule program in 2004 to provide students an intuitive way to find the most appropriate classes that meet their requirements. The District is currently leading a Districtwide work group to update the SmartSchedule to make it mobile friendly and to add additional helpful features. The current program has many rich features, which:

- Allow students to easily browse or search the class schedule including textbook information.
- Provide links to faculty profile information.
- Show the location of classes on a campus map and provide a regional map with driving directions.
- Include a details page with Course Catalog descriptions, topics covered, learning objectives, methods of evaluation, and waitlist counts. In addition, the details page also includes all of the important deadline dates for a given class including the first meeting, drop date, refund date, and the last day to add with instructor permission. Students can also request an email reminder for any date listed.
- Allow students to add classes to their personal shopping cart; this feature can detect registration restrictions prior to their registration appointment. Furthermore, classes are displayed in a day/time grid that automatically expands to their schedule and displays the classes in an intuitive calendar-style format.
- Allow students to request a daily email with the status of the classes in their cart, or students can subscribe to a personalized RSS feed that is updated every 5 minutes.
- Include advanced search capabilities which 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

MAP is a program which guides students through the process of creating their own academic plan (III.C.1-8). 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 broken out by 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 a given student's transcript every time the plan is accessed. This feature provides a continuous progress report on 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, in addition, is the financial system use to develop requisition and purchase orders. The software offers many intuitive videos and job aides that assist employee effectiveness and efficiency. Additionally, financial reports, budgets, and organizational charts are a sample of the various reports found within the system.

LMS and Building Blocks

Currently, the College is evaluating the LMS and considering both Canvas and Blackboard in this discussion. This is an inclusive process that calls for 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 vendor supports the College's current LMS, Blackboard. The vendor maintains servers externally and provides student and technical support. Contractual service agreements with Blackboard ensure reliability, disaster recovery, privacy, and security.

The College's instructional technologists continuously investigate, pilot, and coordinate licensing for emerging instructional technology that can be easily integrated into the campus LMS. Some of these tools include applications (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 plug directly into the LMS. Some are free or inexpensive tools faculty can use in their classrooms and/or to create content. A good example of this 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 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	Pro Tools

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

The College has made significant investments in technology to provide up-to-date technological tools for all areas of the College.

The College uses various mechanisms to evaluate how effectively equipment and facilities meet the needs of programs and services for both classroom and online instruction. The Education and Facilities Master Plan includes information on online education and a 20-year plan, which is updated every five years (III.C.1-9). The District Technology and College Technology plans serve as additional means for evaluating the effectiveness of equipment and facilities related to online education. The FCSS is supported with staff and resources. Equipment in the FCSS is determined through needs assessments, surveys, resource allocation requests and committees, such as the Technology Committee, DOEC, the Online Education Committee and the DTC. These committees evaluate the effectiveness of equipment and facilities dedicated to online education. Basic Aid Allocation Recommendation Committee (BAARC) funding requests reflect the need for additional infrastructure to support online education. The FCSS computer lab and the student computer labs in the Library and LRC Tutoring Center are maintained and updated regularly per the equipment replacement schedule. Wi-Fi services allow students to use mobile devices for their online courses. Additional requests to update Wi-Fi coverage are considered through the DTC's allocation process.

The College has an equipment replacement schedule for labs, equipment, and other needs. Every four years, the College refreshes the technology in offices, labs, and classrooms (III.C.1-10; III.C.1-11). 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. 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. Blackboard updates take place during times that will least impact students. Finally, the District has service-level agreements with the vendor Blackboard to ensure reliability, disaster recovery, privacy, and security.

The College's 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 support they receive. The majority of this feedback is positive with end users complimenting the support and expertise provided (III.C.1-

12).Technology. Discussion regarding technology needs take place at Technology Committee, and the committee can make recommendations for funding (III.C.1-13).

The College provides adequate professional support to ensure that 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 College follows the replacement schedules outlined in the Technology Plan and allocates sufficient funds to continue the refresh cycles.

The facilities provided, 50 computer instructional labs and 1553 computers, are adequate. Upgrades to the College's infrastructure have left the College ready to handle current and future bandwidth demands. Furthermore, 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

The College 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 constituent groups, including students, faculty, classified staff, classified managers, and academic administrators. The committee is responsible for 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 regarding online education. The District has a centralized LMS that is the primary tool for online education. Saddleback and Irvine Valley College have representation in DOEC. DOEC meets monthly and discusses all items related to online education, such as building blocks for the LMS, migration to Canvas, and other topics affecting

online instruction (III.C.2-1). The District Technology Committee (DTC) has representation from 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 annually. DTC has broad representation from all three entities.

During 2015, the College's Technology Committee worked on creating the *2015-2020 Saddleback College Technology Plan* (III.C.2-2). A draft of the plan was discussed at various. Various governance committees, such as Consultation Council and Management Team, discussed a draft of the plan. The College's Technology Committee approved the final version of the plan in spring 2016 (III.C.2-3). The plan has eight goals and 34 objectives. The technology goals align with the College's strategic goals and with the District Technology Plan goals.

Members of the Technology Committee, with input and feedback from faculty, students, staff, and management, developed the Technology Plan. 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. This discussion included engaging in discourse with the responsible parties of the objectives and agreeing on target completion dates.

The College's Technology Committee used four data gathering methods to guide the development of the Technology Plan. First, the committee conducted a successful technology survey in fall 2014 that resulted in 1528 student responses, 65 faculty responses, and 41 staff/management responses (III.C.2-4). Second, the committee had two open forums that were attended by students, faculty, and staff/management (III.C.2-5). One forum took place midday, while the second took place in the evening to provide the College community with multiple options for attendance. An internet blog was the third method of data collection. The fourth method was discussion through various College governance groups. These methods led to the collection of rich data that helped guide the development of the plan. The outcome was data-driven technology goals and objectives that will aid the College in achieving its mission, vision, and strategic goals.

The College 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 developed a set of standards to better assist in classroom-technology construction planning (III.C.2-6). The committee developed these standards to ensure a minimum level of technology in classrooms and to aid architects when designing buildings (III.C.2-7). The standardization of equipment assists in system integration, support, and the maintenance of equipment. Classroom technology standards were embedded into the Technology Plan and are updated, with the rest of the plan, every spring semester.

Administrative Unit Reviews

All divisions and departments submit an administrative unit review (AUR) that outlines unit objectives and needs (III.C.2-8). The AUR documents the need for the technology funding requests submitted by each area. The College uses a centralized planning process to determine the College's technological needs. The College's resource allocation process is the main process used for technology funding requests. Based on their needs, all divisions and departments submit their technology funding requests every year through TracDat. The wing and division/department compile funding requests and submit them to the College Resource Committee, the main governance body that reviews such requests. CRC sends all technology funding requests to the Technology Committee for initial review, feedback, and ranking of high, medium, or low.

Resource Allocation Process

The College engages yearly in resource allocation. During the spring semester, all divisions and departments submit their resource allocation requests, which include technology funding requests. All requests approved are used for budget planning. Additionally, major technology investments of \$150,000 or above qualify for basic aid funding. Basic aid technology requests are submitted annually beginning in December and with a deadline of January. All divisions and departments can submit technology funding requests through the college resource allocation process and/or through the basic aid technology funding process.

The College uses two primary forms of funding for technology projects:

1. General Fund
 - 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's process for requesting the funding of new technology (III.C.2-9). This process primarily uses general fund for the funding of approved technology requests.

All technology funding requests for basic aid or fund 40 initiate at the colleges or district services. Each entity follows its own process for the creation and prioritization of requests. The College receives all basic aid funding requests from all divisions/departments and the Technology Services department compiles them. These requests are presented to the Management Team, Consultation Council, and Technology Committee. These governance groups provide their input regarding priorities. A list of priorities is created and presented again to these governance groups before voting takes place at the Districtwide Technology Committee.

All entities' technology requests for basic aid funding are discussed and prioritized at the Districtwide Technology Committee. The BAARC makes the final recommendation to the Chancellor (III.C.2-10).

The College and the District recognize the need to support the LMS and related programs (such as Turnitin and LMS building blocks) for the success of online courses; the District and colleges work together to allocate resources to support these needs. In addition, the District has an innovation fund to support new ideas and needs. The College has discussions, research, and analysis as part of the resource allocation process, during which each department and division selects and prioritizes its needs. This information goes to the respective unit vice president for prioritization and then up to the CRC for allocation decisions. Resources are 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 then made to institutionalize those resources. The process is similar for needed equipment or hardware. Requests are made through divisions, and then routed to the appropriate channels during the CRC process as well as the Technology Committee for ranking and consideration.

Technology Replacement

There are two primary replacement schedules. There is a replacement schedule for computer instructional labs. These schedules illustrate each lab and its replacement cycle. There is also a replacement plan for all other computers and operational systems. The computer instructional labs have unique replacement needs due to the various educational programs served by the labs. The College replaces computers based on approved computer-replacement schedules. Figure 1 demonstrates the number of computers replaced in the last three years.

The College retains service maintenance agreements in all instructional software that entitles the programs to the latest software versions (III.C.2-11). 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 purchased to meet the demands of growing enrollments.

The College 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 (III.C.2-12; III.C.2-13). 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 is ongoing with plans to make a final determination in spring 2017.

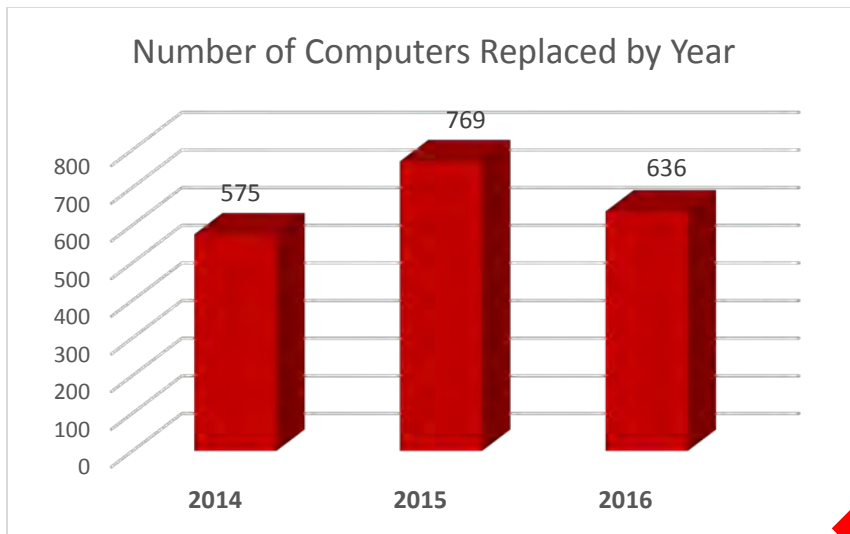


Figure 1. Number of Computers Replaced by Year

There has been a multitude of infrastructure replacement over the past years. The College has installed an air-blown fiber (ABF) infrastructure that connects every IDF to the MDF with two ABF tubes (III.C.2-14). Twelve strands of fiber are in one tube, leaving the second tube available for future growth and demand. The College replaced all end and core Cisco switches after the ABF upgrade, allowing gigabit bandwidth to all desktops. In 2015, the College purchased a new NetApp 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.

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 100 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 high-demand areas, such as the LRC, BGS, and student services buildings including the quad external area. Cisco Wave 2 wireless technology will be deployed to expand the wireless network. Phase two of the wireless expansion project will cover all the inside of the remaining buildings. The third phase will cover all athletic fields, open areas, parking lots, and roads. Simultaneously, Technology Services secured phase one funding for the refresh of all classroom technology. The plan is to follow the Technology Committee approved classroom technology standards and deploy these standards in every College classroom.

The College is migrating from SharePoint 2010 to SharePoint 2013 to take advantage of the integration with Office 2013 and mobile technology. SharePoint is the main intranet portal utilized by all committees for data storage and collaboration. Furthermore, Technology Services

replaced the multiple outdated backup solutions currently in place with a cloud-integrated data protection Barracuda backup solution. The Barracuda backup solution protects the College's physical and virtual systems and all institutional data.

ANALYSIS AND EVALUATION

The College has made substantial investments in its technical infrastructure. The College set up 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 is available for future growth. The College upgraded its entire 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 connects to one core switch, while the other 10 Gbps module connects to the other core switch. This setup provides maximum infrastructure reliability.

The College hired Veritas to conduct a radio frequency (RF) analysis and PlanNet to create a plan for wireless coverage of the entire college (III.C.2-15; III.C.2-16; III.C.2-17). This wireless expansion and upgrade project will take into consideration the reality of the number of wireless devices students use. The first phase of the project will cover the highest-used sites, including the LRC, the Business/General Studies, and student services buildings. The first phase will also cover the quad area, an external location. The second phase will cover all the inside of the buildings. The third phase will to cover all other areas including athletic fields and open spaces.

The Technology Plan and administrative unit reviews integrate technology needs into the College's strategic planning process. Various surveys, open forums, and blogs informed the Technology Plan. This centralized planning process allows student, faculty, staff, and management input into the type and quality of campus technology, and this input is considered during purchasing and upgrades.

The annual resource allocation and BAARC processes allocate technology needs and funding requests. The respective divisions or departments first rank all technology requests before submitting them to the Resource Committee. The Technology Committee, College Resource Committee, Consultation Council, Districtwide Technology Committee, and BAARC Committee review their respective requests. These governance groups have ample representation from all constituents.

The technology needs and funding requests processes, in combination with the established equipment replacement schedules, ensure that technology is adequate to support the College's programs and services. The process and replacement schedules effectively meet the needs of the College. The College has committed significant monetary resources to enhancing and refreshing its technology (III.C.2-18; III.C.2-19; III.C.2-20).

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 majority of the College's courses, programs, and services are onsite. The College has a 1 Gbps internet connection through CENIC managed by AT&T. The District Services provides the main internet connection. CENIC also configured a private Cox WAN to 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 District Services. District Services is looking to configure another 1 Gbps connection with a carrier to serve as a backup so as to not rely on the 100 Mbps connection. The College houses the District Services on part of the second floor of Health Sciences building and on the entirety of the third floor. However, the College and the District Services 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 virtual private network devices that create a site-to-site virtual private network (III.C.3-1). The College contracts with Cox for a 100 Mbps internet-access business line. Technology Services provides full computer and network support for this site. The Laguna Woods office has access to the same services provided to on-campus staff.

The College has three levels of security. The College has two firewalls configured active/passive. The firewalls are the first line of defense guarding the institutional network. These firewalls are configured to protect computer systems. The next level of system protection is Symantec, which is used at the local workstations and servers as anti-virus protection. The College has also deployed a network access-control system that assists in providing network-level protection to the network. All staff must login with a unique username and password per Board Policy (BP). The College uses active directory to provide granular user permissions to systems and all technical resources. The use and access of the College's intranet portal, SharePoint, is protected through active directory authentication and requires a username and password. User rights and permissions control SharePoint access.

The expansion of the "Internet of Things," whereby more systems are connecting on the network, requires segmentation to ensure data security. Logical segmentation of the

network using virtual local area networks (VLANs) provides data protections. 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, among many other segmented systems (III.C.3-2).

The College is implementing electronic access control for all doors (III.C.3-3). This will give the Police Department the ability to lock all doors in case of an emergency. Additionally, this will enhance security. The College 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 (III.C.3-4). Each 10 Gbps fiber module has a homerun connection to either core switch A or B. This type of network redundancy provides a high level of network reliability. The College uses server virtualization technology and hardware redundancy to host these virtual servers. To ensure reliability, server clusters with RAID are applied to all hardware.

The College disaster recovery strategy makes use of replication between two identical SANs. Irvine Valley College houses one of the SAN, while the College houses the primary SAN. These two SANs replicate constantly, securing institutional data (III.C.3-5). The systems are also backed up daily, and the College purchased a more robust backup system, Barracuda, to further enhance its disaster recovery strategy (III.C.3-6).

The College uses three primary technologies for emergency notification: Blackboard Connect, InformaCast, and our Dark Site (wherein the College website turns completely dark). Blackboard Connect deploys mass emails and text message notifications. Additionally, InformaCast sends an emergency notification through the College's VoIP Cisco phones. The third method makes the College website appear dark, providing only emergency information. Every October, each of these systems is tested during the Great California ShakeOut.

The District has two governance committees that focus on business continuity and the proper use and destruction of records. The Business Continuity Planning Committee meets quarterly and has broad representation from Saddleback, IVC, and district services (III.C.3-7). The committee's purpose is to integrate the District and college plans into a comprehensive, integrated business continuity plan and to coordinate business continuity needs District-wide (III.C.3-8). In 2014, the Business Continuity Planning Committee provided all of 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—which meets bimonthly, or as needed—is responsible for outlining a clear process flowchart with defined roles and responsibilities for proper response to all requests on records (III.C.3-9; III.C.3-10). The committee

discusses how records need to be handled and stored from inception to deletion (III.C.3-11).

Per direction from the District's bank, the District contracts Trustwave as the PCI-DSS QSA (qualified security assessor). They provide monthly external vulnerability scans of the PCI network as well as the self-assessment questionnaire. Additionally, the District is currently working with Trustwave to finalize a statement of work for a Districtwide PCI gap analysis (III.C.3-12).

The College uses Blackboard as the LMS (III.C.3-13). 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 24/7/365 operations and support, a 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 and two part-time employees, an administrative assistant, an assistant director, and a director. This professional team manages and maintains 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 WhatsUp Gold monitor the network and send email and text messages when system malfunctions. Fusion software to monitor projectors and report anomalies is deployed. Additionally, LogMeIn is a tool utilized by the Help Desk to provide remote technical support; this feature lessens the time a technician spends in the field.

The College has redundancy throughout the network infrastructure. There are two core switches and each MDF 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 College will soon upgrade the backup to 1.8 Gbps.

Technology Services has two identical SANs replicating all data. Irvine Valley College houses one SAN, while the College's MDF houses the primary SAN. This is the current disaster recovery strategy. Additionally, the College is looking to consolidate its multiple backup systems into an enterprise backup technology solution from Barracuda. The Barracuda solution will use both

on-premises and cloud software. The College 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

The College offers technology training and support opportunities throughout the year to enhance the knowledge of students, faculty, staff, and managers. On-one training—the preferred method of faculty, staff, and management—takes place throughout the year through the FCSS and Technology Services offices. Professional Development Week, which occurs twice each academic year, is an additional way faculty receive appropriate instruction on the effective use of technology. A Help Desk for students, faculty, staff, and management is available to provide support on technology systems. Technicians, staff, and faculty support 50 instructional computer labs available for students to ensure access and knowledgeable. In addition, specialized technology systems and software are available for students with accessibility needs, and these systems come with proper technical support.

Professional Development Week

At the beginning of every semester, the College offers one week (five days in the fall, and four days in the spring) of professional development (III.C.4-1). A wide range of workshops offered during this week make faculty and other attendees, aware of institutional operations and provide training in the effective use of technology systems. Here is a sample of the 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 supports other 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 (III.C.4-2). The technical staff of Technology Services have an online subscription to

technical training videos, which include an extensive video library of technologies. The College also provides Lynda.com—an online training website with a comprehensive library of training videos—to all employees. College employees can set their own online learning pace and plan through Lynda.com (III.C.4-3).

The College uses surveys to determine faculty, staff, and management's favored methods of training and professional development. In fall 2014 fall, the Technology Committee conducted a survey to determine the preferred training method of faculty. The findings showed that faculty prefer one-on-one training. Training videos were the second preferred method and group training was the least preferred. These findings were information to the staff who conduct one-on-one trainings with faculty. The FCSS is a dedicated resource for faculty to receive training on the effective use of technology. The center has a dedicated computer lab with dual boot computer operating systems that faculty, while assisted by professional staff, can use to hone their skills.

Technology Services established a formal Help Desk that provides support to all faculty, staff, and management. Knowledgeable and friendly technicians staff the Help Desk, and assist College employees. The majority of technical calls are resolved over the phone; staff either walk the caller through the steps on how to resolve the issue, or resolve the issue by taking remote control of the caller's system. The Help Desk is available Monday through Thursday from 7:30 a.m. to 8 p.m. and 7:30 a.m. to 5 p.m. Friday. Employees can 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 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 on helping students in all areas related to technology, including accessing the LMS, password reset, and email problems. The Library houses the student Help Desk team for ease of access and assistance. This team provides assistance both on the phone and in person. In addition to technical support, the College offers various financial workshops for students (III.C.4-4). Financial Aid offers free weekly workshops to help students complete the state and federal financial aid applications. At these workshops, students receive hands-on assistance with applications.

Students have access to 50 instructional computer labs located throughout the campus, while the FCSS is dedicated to faculty use. There is a total of 1553 computers in these labs. The LRC houses close to 200 computer systems for student use, and it is the most heavily 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 NaturallySpeaking, 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

As of 2014, all LRC tutors are paid to attend mandatory professional development trainings. These 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 Program 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 Kurzweil (cloud-based reading software) and smartpen recording hardware is provided to tutors on a regular basis. Moreover, 10 smartpens and three Kurzweil scanning devices are available to tutors and students in the center. In addition, this semester, tutors are going through training to identify students who are struggling with reading as these students are often unaware that they are dealing with a possible issue like dyslexia, or mild ADD, ADHD, which 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, the College hosts the Week of Workshops (WOW) for all students (III.C.4-5). These faculty and student-led workshops are designed to help students prepare for their courses and to create a connection with faculty outside of the classroom. This Collegewide effort has increased in size and scope, and has scaled up successful workshops, including those that address how to succeed in online courses. Last year, 10 workshops focused on the topic of how to succeed in an online course. WOW

week participants took surveys before and after each workshop. Beforehand, 66 percent of WOW participants said they felt “not ready” or “somewhat ready” for their courses in the upcoming semester. However, after the WOW workshop over 82 percent of the respondents responded that they felt “very ready” or “ready” for their courses.

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 participants to understand their needs. This feedback drives future topics for workshops. The successful student technology survey in fall 2014 also guides the training provided for students. The volume and type of questions the Help Desk fields also guide student trainings.

The College sends a professional development survey to all employees. The survey asks respondents a series of questions that help guide the type and modality of trainings offered for employees. During Professional Development Week, surveys assess the value and effectiveness of the workshops. This feedback helps guide workshops offered at the following Professional Development Week. Employees originate much of the technology training by calling the Help Desk and making an appointment with an application specialist II who conducts one-on-one training with employees. The employee is then asked to provide feedback through the work order in the Help Desk system.

The College conducts the Week of Workshops sessions meant to prepare students for success in online classes. Faculty and students lead these workshops, contact which provides student participants with an opportunity to connect with faculty outside of the classroom.

FCSS is dedicated to faculty support and focuses primarily on training faculty in all technology manners related to instruction and, especially, online education. 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 into 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 has BPs and Administrative Regulations (ARs) that guide the appropriate use of technology at the College.

There are primarily five BPs guiding the appropriate use of technology (III.C.5-1; III.C.5-2; III.C.5-3; III.C.5-4; III.C.5-5). 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 BPs are more broad and strategic, while ARs provide more operational detail.

There are nine ARs that cover appropriate use of technology (III.C.5-6; III.C.5-7; III.C.5-8; III.C.5-9; III.C.5-10; III.C.5-11; III.C.5-12; III.C.5-13; III.C.5-14). 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 enforcement 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.'" This AR focuses on record 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.

ARs 3726 to 3730 focus on information technology; 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 understanding of the importance of securely handling information and ensuring data 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 protect the confidentiality, integrity, and availability of the data contained within the District's information systems from potential physical and environmental threats. 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 delineates the purpose and scope of the public safety camera system. It states that 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, seven days a 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 by outlining available services, success tools, programs, and important College policies (III.C.5-15).

Processes and procedures regarding technology at both the College and District-level are collaborative and ensure that the appropriate constituent groups are included in discussions and decision-making. A good example of this is the current evaluation of Canvas as a possible replacement of the current LMS, Blackboard. The evaluation process began by first procuring agreement from faculty to participate in the Online Education Initiative (OEI), which is a statewide initiative aimed at centralizing some of the online education services within the California Community College (CCC) system and transitioning all colleges to a common LMS, Canvas. The College has primarily been participating in the OEI as a pilot college for tutoring services. However, there are also currently six faculty piloting the Canvas LMS. The process of making a decision whether or not to replace Blackboard with Canvas has been very thorough and inclusive. There have been opportunities for participation by faculty, staff, and management to consider all aspects of Canvas, including its instructional capacities, costs, and support services as well as the other software/hardware needed to support it. Additionally, there has been discussion at the Online Education Committee and the Districtwide Online Education Committee as well as presentations to the Academic Senate.

ANALYSIS AND EVALUATION

The College has several BPs guiding the appropriate use of technology. These policies cover a broad spectrum from FERPA to record retention and destruction. Complementing these BPs are ARs, which provide more operational detail. The importance of information security is highlighted by the five ARs guiding it. The combination of BPs and ARs guides the College's students and personnel on the appropriate use of technology.

Additionally, the Student Handbook is an excellent source for students of all College procedures and institutional policies.

The College establishes procedures to follow when entertaining different technologies in classrooms. The College is following these procedures now as it evaluates Canvas as a potential replacement for the existing LMS, Blackboard.

List of Evidence
Standard III.C Technology Resources

III.C.1

- III.C.1.1 – Technology Services Division Organizational Chart
- III.C.1.2 – Website Outlining Instructional Technology Support and Training
- III.C.1.3 – Organizational Chart for Faculty Center for Student Success
- III.C.1.4 – New Computer Lab Process
- III.C.1.5 – Scope of Work for Student Print Project
- III.C.1.6 – Agenda and Minutes of Technology Committee Discussion on Computer Replacement Plans
- III.C.1.7 – Website for MySite
- III.C.1.8 – Website for My Academic Plan
- III.C.1.9 – 20-year Educational Facilities Plan
- III.C.1.10 – Computer Replacement Plan
- III.C.1.11 – Instructional Lab Computer Replacement Plan
- III.C.1.12 – Help Desk Satisfaction Survey Results
- III.C.1.13 – Agenda and Minutes of Technology Committee Discussion on Wireless Project

III.C.2

- III.C.2.1 – Agenda and Minutes of District Online Education Committee Discussion of Building Blocks & Canvas
- III.C.2.2 – Agenda and Minutes of Technology Committee Discussion on Technology Plan
- III.C.2.3 – Technology Plan 2015-2020
- III.C.2.4 – Agenda and Minutes of Technology Committee Discussion on Surveys to Students, Faculty, Staff
- III.C.2.5 – Agenda and Minutes of Technology Committee Discussion on Open Forums/ Blog
- III.C.2.6 – Agenda and Minutes of Technology Committee Discussion on Creation of AV Standards
- III.C.2.7 – AV Standards
- III.C.2.8 – Technology Services Administrative Unit Review
- III.C.2.9 – College Resource Allocation Process
- III.C.2.10 – BAARC Technology Request Process

- III.C.2.11 – Service Maintenance Agreement Budgets
- III.C.2.12 – Online Education Committee Agenda Discussing Canvas Review
- III.C.2.13 – Agenda and Minutes of Technology Committee Discussion on Canvas
- III.C.2.14 – Map of Air Blown Fiber
- III.C.2.15 – Wireless Expansion Project with Timelines
- III.C.2.16 – Wireless Study Indoor
- III.C.2.17 – Wireless Study Outdoor
- III.C.2.18 – BAARC Technology Funding 2013-14
- III.C.2.19 – BAARC Technology Funding 2015-16
- III.C.2.20 – BAARC Technology Funding 2016-17

III.C.3

- III.C.3.1 – Laguna Woods Network Connectivity
- III.C.3.2 – Logical Network Map VLANs for Irrigation
- III.C.3.3 – Agenda for Access Control Training
- III.C.3.4 – Logical Network Map VLANs for 10 Gbps modules in each IDF
- III.C.3.5 – Logical Network Map VLANs for Storage Area Network
- III.C.3.6 – Barracuda PO
- III.C.3.7 – Business Continuity Committee Charge
- III.C.3.8 – Business Continuity Committee Agenda
- III.C.3.9 – Custodian of Records Committee Charge
- III.C.3.10 – Custodian of Records Guideline Confidentiality of Employees and Student Records
- III.C.3.11 – Custodian of Records Agenda
- III.C.3.12 – Trustwave PO for PCI Compliance Assessment
- III.C.3.13 – Blackboard Board of Trustees Approval

III.C.4

- III.C.4.1 – List of Fall 2016 Schedule of Events for Professional Development Week
- III.C.4.2 – President Email Discussing Classified Professional Development

III.C.4.3 – Purchase Order from Lynda.com

III.C.4.4 – Contract Document with Cash Course titled “The Financial Literacy Course”

III.C.4.5 – Promotional Document for Face-to-Face Workshops Offered Throughout the Semester

III.C.5

III.C.5.1 – BP-3310 Records Retention and Destruction

III.C.5.2 –BP-3508 Public Safety Camera System

III.C.5.3 – BP-3530 Compliance with Payment Card Industry Data Security Standards

III.C.5.4 – BP-4000.2 Electronic Communication

III.C.5.5 – BP-5615 Student Records, Compliance with Family Educational Rights and Privacy

III.C.5.6 – AR-3310 Records Retention and Destruction

III.C.5.7 – AR-5615 Student Records, Compliance with Family Educational Rights and Privacy Act

III.C.5.8 – AR-3508 Public Safety Camera System

III.C.5.9 – AR-3726 Information Security Data Classification

III.C.5.10 – AR-3727 Information Security Access Control

III.C.5.11 – AR-3728 Information Security Physical Security

III.C.5.12 – AR-3729 Information Security Logging and Monitoring

III.C.5.13 – AR-3730 Information Security Remote Access

III.C.5.14 – AR-4000.2 Electronic Communications

III.C.5.15 – Saddleback Student Handbook

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. This means that the District receives money from local property taxes to fund its general operations rather than receiving money from the state. The board of trustees (BOT) has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices were developed jointly by the colleges in the District and are codified as BP/AR 3100, Budget Preparation, BP/AR 3101, Budget Management, BP 3101.5, Fiscal Management, and BP/AR 3110 [IIID-1] [IIID-2] Basic Aid Funds Allocation Process. BP 3100 establishes the Budget Development Guidelines, found within each year's adopted budget [IIID-3], as the guiding principles used in budget development within the District. The guidelines were developed by the District Resource Allocation Council (DRAC) and are based on the board philosophy of supporting and following fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students, in accordance with the district's mission statement.

DRAC is a participatory governance council charged with making recommendations for the income allocation model on which the District's budget is based [IIID-4]. The model developed by DRAC and contained within the guidelines stipulate that the colleges and the District be 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 primarily for one-time expenditures.

The process for the allocation of basic aid funding is delineated in BP/AR 3110. 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), a districtwide committee which has College and participatory governance representation [IIID-5], is responsible for making recommendations for the allocation of basic aid funds to the chancellor and ensuring that recommendations consider the other principles contained within the budget development guidelines., including the maintenance of at least a 7.5 percent general fund reserve.

A District budget allocation model [IIID-6] is the computational tool used to allocate general fund unrestricted resources to the colleges. 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 FTES are reflected accurately.

Saddleback College has efficiently and prudently managed its financial resources. During College budget planning, the relationship between ongoing revenue and ongoing expenditure has always been considered, and the College has been careful not to obligate short-term revenue to long-term expenditures. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans.

This planning strategy has served the College well and, during periods of reduced budgets (as experienced in the 2009-2010 fiscal year), has enabled the College to continue to support instructional services and student services without the need for sudden and dramatic budget cuts. Additionally, the College has been in a fiscal position to move forward and continue to apply funds to institutional plans. The College has consistently ended the fiscal year with a healthy ending balance. [IIID-7]

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 complies 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 percent benchmark and frequently far exceeds it [IIID-8].

In addition to the College's unrestricted general fund, the College receives restricted funds for state-funded categorical programs, local income (such as material fees, parking and health center revenue), grants and agreements, Community Education, and Student Government and Foundation revenue. In recent years the College has placed increased focus on revenue generation from successful grants, which has increased available resources [IIID-9]. 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 [IIID-10].

In compliance with the budget development guidelines, 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 is \$7 million for 2016-2017 [IIID-3]. 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 SOCCCD operates within a resource allocation model determined by the SB361 funding formula. By developing an operating budget in accordance with this resource allocation model, 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. 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 SOCCCD Educational and Facilities Master Plan (EFMP) [IIID-11], the 5-Year Construction Plan [IIID-12], the 20-Year Facility, Renovation, and Scheduled Maintenance Plan [IIID-13], the Districtwide Technology Plan [IIID-14] [IIID-15]; the 2014-2020 Strategic Plan [IIID-16]; and other college and districtwide plans. The College's budget development process [IIID-17] 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 (PR) and administrative unit review (AUR) processes and the strategic plan; these funds supported facilities, technology, equipment, and other institutional needs.

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 are the basis for all financial planning and decision-making at the College. The College's strategic planning process begins with the review and revision of the mission and vision statements, and they form the foundation from which all strategic goals, objectives, and action steps are developed [IIID-18]. 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, and during the program review (PR) and administrative unit review (AUR) processes create objectives to attain this mission.

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 [IIID-19].

PBSC oversees the implementation of strategic planning goals, objectives, and action steps and measures and evaluates progress. 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 PBSC and 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 (PET), which includes 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.

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. PRs and AURs are conducted every two years by all instructional programs and student support and administrative service units of the College. These reviews are central to planning and allow for both short- and long-term planning. Additionally, PRs and AURs 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR [IIID-20]. The College resource allocation model process documents describe the role of PBSC, the college's various planning committees, and CC in the planning and resource allocation process [IIID-1] [IIID-2] [IIID-21].

All resource allocation requests are submitted via TracDat and reference the relevant sections of the PR or AUR as well as the college's Strategic plan. After being extracted from TracDat by the Office of Planning, Research, and Accreditation (OPRA), each college "branch" (Instruction, Student Services, and Administrative Services) prioritizes the list. After the prioritized list is reviewed by the CRC, the list is passed 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 CC which in turn makes priority recommendations to the college president.

Annual budgets are developed as an outcome of the planning process and are reviewed and discussed in PBSC, Consultation Council, Management Team, and other college venues. [IIID-22] [IIID-23].

Based upon all of the College's planning decisions, a budget is developed each year. Due to insufficient information from the state prior to adoption of the annual budget and the uncertainty of the state making revisions to the budget during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the mission, the current strategic planning goals and objections and the EFMP [IIID-11].

Faculty have the most direct impact on students. Thus, requests for new faculty must demonstrate alignment with the College mission and the strategic 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 as well as PRs and AURs. 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 the calculations and assumptions outlined in the DRAC Model and the district's adopted budget.
- 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 CC for reprioritizing goals and strategies.
- Conducts an annual review of the CRC resource allocation process.

Each spring, 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 six-year period of the plan. This annual review allows for revision of the College mission, and every sixth 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 BP 101, Missions, which requires an annual evaluation and, if necessary, revision [IIID-24].

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 related to budgeting are in the 3000 (Business) series. These policies, along with the Budget Development Guidelines discussed in III.B.1 above, provide direction for budget development [IIID-27]. 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 [IIID-7]. 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 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. The 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 processes appropriate financial information is disseminated throughout the institution in a timely manner.

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

EVIDENCE OF MEETING THE STANDARD

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development. The District's budget is driven by the DRAC model and the basic aid allocation.

DRAC is the districtwide participatory governance body charged with making recommendations to the chancellor for the income allocation model upon which the budget is based and with the development and oversight of the allocation process for Unrestricted General Funds. As described in III.D.1 above, 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 [MS-28]. 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 and 3110.

This Basic Aid Allocation process is implemented by the BAARC which is chaired by the 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 districtwide plans such as the EFMP [IIID-11], the 5-Year Construction Plan [IIID-29], the 20-Year Facility, Renovation, and Scheduled Maintenance Plan [IIID-12], and the Districtwide Technology Plan [IIID-13] as well as the Districtwide Strategic Plan, college strategic plans, and college technology plans. BAARC recommendations for the 2015-16 fiscal year totaled approximately \$57 million [IIID-30].

PBSC reviews and monitors resources and makes recommendations to CC for the college budget in accordance with the calculations and assumptions outlined in the DRAC Model and the district's adopted budget. PBSC and 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 [IIID-31] [IIID-19].

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 district's DRAC [IIID-4] and BAARC [IIID-32] committee charge and the models developed by these committees, and by the college's budget development and resource allocation processes as outlined by PBSC and CRC. Each of the District and College committees and processes identified include constituency group representation [IIID-33]. Committee information, including notes and handouts, are available on the College and District SharePoint sites [IIID-34] [IIID-35] [IIID-36] [IIID-37].

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 [IIID-28]. 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 and distribution through the model is reliable and consistent.

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 allocation of these resources is guided by District Budget Development Guidelines and the basic aid funds allocation process. BAARC projects available basic aid funding based upon a conservative estimate for property tax and student fee income minus the colleges operating revenues, 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 DRAC. The District 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 assessed for the contingency and for districtwide general expenditure items that cannot be attributed to one College or the other such as 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 College 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. Student Government revenue is calculated using the minimum guaranteed income derived from vending contracts as well as an estimate of revenue to be earned through sales of the ASB Stamp.

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
- Planning and Budget Steering Committee
- Educational Planning and Assessment Committee
- Technology Committee
- Safety and Facilities Committee
- College Resources Committee
- Strategic Planning Goal Groups

The budget development and planning processes of the College ensure that financial resources are used to address College plans. PBSC and 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 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR.

PBSC, as its name indicates, reviews and studies budget materials for all funds, programs, grants, and projects [IIID-38]. This Committee makes recommendations to CC regarding the allocation of funds, and the CC, after review, will make a recommendation to the president, who ultimately makes the final decisions to the allocation of resources to address College plans [IIID-39]. 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. Institutional planning is conducted in accordance with a realistic assessment of available funds.

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 budget 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.

Both the District and the College have controls in place that assure effective oversight of all financial matters. Acceptance of grant funds requires board 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 staff, in conjunction with a representative from the Grants Office, monitor 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, business services, 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 approved and executed by the Office of the Vice Chancellor, Business Services. Per BP 2100, Delegation of Authority to the Chancellor, and BP 3200, Purchasing and Contracts, the vice chancellor, business services, is given the authority to approve contracts that do not exceed \$100,000 [IIID-40]. The vice chancellor submits a report to the board 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 to the board for approval before signature. Contract expenditures and payments are managed through the Workday accounting system, which monitors purchase orders and payments.

The College Foundation board of governors and the Foundation director are responsible for overseeing funds deposited with the Foundation, which includes funds generated by auxiliary organizations [IIID-41] [IIID-42]. 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 [IIID-43].

The Office of the Vice Chancellor, Business Services, 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 [IIID-44].

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.

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 [IIID-45]. 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 [IIID-46] requires identification of outcomes and an assessment of the expenditure.

ANALYSIS AND EVALUATION

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.

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 [IIID-47].

An independent certified public accounting firm conducts a financial and compliance audit annually in accordance with California Education Code, Section 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.

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 [IIID-48].

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

EVIDENCE OF MEETING THE STANDARD

As described in III.D.6 above, an audit of the District's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm. [IIID-47] The Board regularly receives reports regarding the district and colleges' budget, fiscal conditions, financial planning, and audit results [IIID-49]. The Board of Trustees' Audit Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the district website.

At the college level, CC PBSC, and the Management Team regularly review similar reports related to the college's budget, fiscal conditions, and financial planning activities.

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 [IIID-50]. The results of these audits and the resolution of findings are made part of subsequent audit reports and are available on the district SharePoint site.

ANALYSIS AND EVALUATION

The District resolves all audit findings in a timely fashion. Information about the college and district budget, fiscal conditions affecting the college budget and financial planning, including audit results, are provided college wide and districtwide on a regular basis.

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 grant 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. An independent certified public accounting firm conducts 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 requiring 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 [IIID-51].

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 [IIID-52].

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, as described in III.D.A above, and 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. BP 3100, Budget Preparation, [IIID-1] states, “Unrestricted general reserves shall be no less than 7.5 percent.” In addition to this reserve required by 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 [IIID-7].

The capital outlay fund has a substantial cash balance committed to specific future capital projects [IIID-53]. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the State Budget and Accounting Manual [IIID-54].

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 implemented an irrevocable trust for its other post-employment benefits (OPEB) obligation, such as retiree health benefits, in spring 2008 and fully funded the liability in June 2008 [IIID-55] [IIID-56].

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 [IIID-57], the development and implementation of contract templates [IIID-58] and contract signing processes [IIID-59], 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.

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

As described in III.B.3 above, the College’s accounting software program, Workday, is used to establish budgets and expend resources. This system assists the College in providing effective oversight of all its finances as all expenditures are input, tracked, and approved through this system.

The Student Financial Assistance Office determines eligibility and enters the awards into the PowerFAIDS system. The District Business Services Office draws down the funds (G-5) three days prior to the disbursement date, following the Federal guidelines that require the funds

must be spent within three days of receipt. After each check disbursement the Student Financial Assistance Office and the District Office compare revenues and expenditures. The College complies with the Blue Book (Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs). 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 [IIID-60].

Every Saddleback College group or outside donor raising funds for College programs and scholarships is required to sign an account agreement with the Saddleback College 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 [IIID-61]. 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 [IIID-62]. Money raised from fundraising activity is recorded on a deposit advice form [IIID-63]. 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. An 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.

As discussed in III.D.5 above, the District and the College also have various controls in place that assure effective oversight of all financial matters for grants, externally-funded programs, and contracts.

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 Business Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. 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.

Liabilities

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

EVIDENCE OF MEETING THE STANDARD

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 [IIID-7].

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 [IIID-10].

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 2015-2016. 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. 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 [IIID-47].

ANALYSIS AND EVALUATION

The SOCCCD 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 [IIID-5]. 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.

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

EVIDENCE OF MEETING THE STANDARD

The SOCCCD has prepared well for 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 [IIID-64]. These statements establish standards for the measurement, recognition, and display of 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 [IIID-65] 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 California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (STRS) employer rates. The District has covered these increases for all unrestricted general fund employees through the 2020-2021 fiscal year by placing adequate funds in a trust account. [IIID-55] [IIID-66].

ANALYSIS AND EVALUATION

The SOCCCD'S annual OPEB obligation is fully funded, as are all compensated absences and other employee related obligations. The District has also self-funded the CalPERS and CalSTRS employee contributions through 2020-2021 and placed the funds in a trust account.

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

EVIDENCE OF MEETING THE STANDARD

The 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 [IIID-47].

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 District and College carry no long-term debt, such as bonds or 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 capital, including facilities, technology,

and equipment, are purchased outright on an annual basis as funding permits. The DRAC model ensures that the SB361 calculation funds all ongoing operations and that the remaining funds are utilized for one-time needs and projects such as capital outlay.

As discussed above in III.D.5 and II.D.10, the College and District use grant and foundation funds with integrity. College procedures ensure that grant funding receives appropriate authorization from the board of trustees, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by district accounting staff to ensure proper oversight.

The Saddleback College Foundation employs foundation fundraising guidelines to ensure that funds are raised and expended appropriately and with oversight by account administrators, cost center managers, and the Foundation's Board of Governors Finance Committee.

The Saddleback College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses [IIID-67]. 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 financial resources of the District and College are used with integrity and in a manner consistent with its goals. Funding from external sources such as the Saddleback College Foundation, grants, and state categorical monies are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the strategic plan of the college and serve the needs of college programs.

The District and the College excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. Moreover, they are 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.

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

EVIDENCE OF MEETING THE STANDARD

The District is subject to an annual OMB A-133 audit [IIID-68], 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 three-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 four-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 [IIID-69] [IIID-70].

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 [IIID-71]. 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) [IIID-72] [IIID-73] and provide 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 [IIID-74].

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 [IIID-72].

Contractual Agreements

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

EVIDENCE OF MEETING THE STANDARD

Contractual agreements with outside entities are governed by board policies and regulations, which are established to ensure that they are consistent with the mission and strategic goals of the College. This include BP/AR 3101.5, Fiscal Management, which states that the District must maintain sound fiscal management that ensures all activities comport with the educational objectives of the District [IIID-75]. The vice chancellor, business services, manages all contracts and has the authority to approve all contracts that do not exceed \$100,000 [IIID-40]. Contracts over that amount must be approved by the board.

Ultimately, it is responsibility of the board of trustees to oversee all contracts and to ensure that they maintain the integrity of the programs, services, and operations of the District and College.

The District provides numerous resources, available on the District's SharePoint site [IIID-76], to assist individuals at the College to successfully implement contract processes [IIID-77]. These resources include competitive bidding and public contracting guidelines [IIID-78] [IIID-79], contract process guidelines [IIID-80] [IIID-81], and a contract cover and routing sheet [IIID-82] 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

Contractual agreements established with external entities are consistent with the mission and goals of the College. Through their oversight, the board of trustees has ultimate responsibility to ensure that these contracts maintain the integrity of the College's programs, services, and operations. Managers who develop college contracts for approval by the Vice Chancellor of Business Services confirm adherence to board policies and are responsible for ensuring the contracts are consistent with the College's mission and goals [IIID-83] [IIID-84]. District administrators ensure that contracts are administered in adherence with all state and federal guidelines [IIID-85] [IIID-86].

Evidence List

- IIID-1 3.200 – Board Policy 3110.pdf
- IIID-2 3.201 – AR 3110.pdf
- IIID-3 3.207 – Final Budget 2015-2016.pdf
- IIID-4 3.215 – DRAC Committee Composition and Purpose.pdf
- IIID-5 3.202 – DRAC Model 2015-2016.pdf
- IIID-6 3.203 – General Fund Budget Allocation.pdf
- IIID-7 3.204 – Fiscal Year Ending Balance 2010-2015.pdf
- IIID-8 3.267 – Percent Law Comparison 14-15.pdf
- IIID-9 3.205 – Saddleback College Catalog 2015/16, page 15.pdf
- IIID-10 3.206 – Restricted and Unrestricted.pdf
- IIID-11 (NEW) – SOCCCD Educational and Facilities Master Plan (EMPF)
- IIID-12 3.268 – 5-year Construction Plan.pdf

IIID-13 3.214 – 20 year Scheduled Maintenance Plan.pdf
IIID-14 3.215 – SOCCCD Technology Plan 2015-2020.pdf
IIID-15 3.215a – Technology Plan 2011-2016.pdf
IIID-16 3.208 – Strategic Plan to Board Draft 2014-2020.pdf
IIID-17 3.209 – Budget Process – Proposed.pdf
IIID-18 3.056a – Saddleback College Mission, Vision and Values Statement.pdf
IIID-19 3.211 – District-wide Planning and Decision Making Manual 2015-2020.pdf
IIID-20 (NEW) – CRC Resources Request Template.pdf
IIID-21 3.265 - college-resource-allocation-process-model.pdf
IIID-22 (NEW) – Consultation Council Agendas and Minutes
IIID-23 (NEW) – PBSC Agendas and Minutes
IIID-24 3.210 – Board Policy 101.pdf
IIID-25 3.211a – SOCCCD Strategic Plan.pdf
IIID-26 3.211b – Strategic Plan 2014-2010, Goals, Objectives, and Year One Two Action Steps.pdf
IIID-27 (NEW) – Financial Development Booklet
IIID-28 3.266 – DRAC Model 2015-2016.pdf
IIID-29 3.213 – 2016 Education and Facilities Master Plan.pdf
IIID-30 3.216 – BAARC Memo and recommendations FY 2015-2016.pdf
IIID-31 (NEW) CRC Allocation Request Template
IIID-32 3.218 – BAARC Committee Composition and Purpose.pdf
IIID-33 (NEW) – Governance Manual
IIID-34 (NEW) – Committees Page on Saddleback SharePoint
IIID-35 (NEW) – District Committees Page on SOCCCD SharePoint
IIID-36 3.220 – SOCCCD Departmental Budget Planning & Resources Request Guide.pdf
IIID-37 3.220a – 2016-2017 Budget Development Calendar 4-11-16.pdf
IIID-38 3.222c – Planning and Budget Steering Committee.pdf
IIID-39 3.222b – Consultation Council Meeting Dates.pdf
IIID-40 (NEW) EVIDENCE
IIID-41 3.232 – Board Policy 3610 - Auxiliary Organizations.pdf
IIID-42 3.233 – Administrative Regulations 3610 - Auxiliary Organizations.pdf
IIID-43 (NEW) – Board Presentation
IIID-44 (NEW) – Board Reports
IIID-45 3.231 – Foundation Annual Report 2014-2015.pdf
IIID-46 3.234 – Strategic Planning Process Resource Request Form.pdf
IIID-47 3.236 – SOCCCD Audit Report 2014-2015.pdf
IIID-48 (NEW) – BPA Sessions and Related Plans
IIID-49 3.237 – Board of Trustees Meeting Calendar.pdf
IIID-50 3.235 – SOCCCD Audit Findings 2009-2015.pdf
IIID-51 (NEW) – TAACCCT Grant Manual
IIID-52 (NEW) – Workday fiscal team meeting agendas minutes and task list
IIID-53 (NEW) – Capital Outlay Fund Budget Reports
IIID-54 (NEW) – State Budget and Accounting Manual

IIID-55 (NEW) – Board Agenda Item
IIID-56 (NEW) – Current Actuarial Study
IIID-57 3.238 – SOCCCD Road Tour, Risk Management Presdentaiton.pdf
IIID-58 (NEW) – District SharePoint Site
IIID-59 (NEW) – Contract Cover Sheet
IIID-60 (NEW) – District’s Financial Statements
IIID-61 3.225 – Foundation Conditions and Criteria Application.pdf
IIID-62 3.226– Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards.pdf
IIID-63 3.227 – Deposit Advice Form.pdf
IIID-64 3.239 – GASB 43 & 45 Compliance Vendor.pdf
IIID-65 3.240 – SharePoint Retirement Board of Authority.pdf
IIID-66 (NEW) – Board Agenda item with Funding Plan
IIID-67 3.243 – Foundation Budget of Operations Income and Expenses.pdf
IIID-68 3.244 – OMB Circular No. A-133.pdf
IIID-69 3.247 - Financial Aid Code of Conduct.pdf
IIID-70 3.248 - Federal Direct Loan Request.pdf
IIID-71 3.249 - BP-5130-Financial Aid.pdf
IIID-72 3.245 – Return of Title IV Funds.pdf
IIID-73 3.246 – Federal Direct Loan Request 2015-2016.pdf
IIID-74 3.254 - BP-5800-Prevention of Identity Theft in Student Financial Transactions.pdf
IIID-75 (NEW) – Fiscal Management page 23
IIID-76 3.255 – SharePoint Contract and Guidelines
IIID-77 3.256 – Website Office of Grants and Contracts.pdf
IIID-78 3.259 – Contract Process at SOCCCD.pdf
IIID-79 3.259a – Office of Administrative Services Grants and Contracts Fall 2015.pdf
IIID-80 3.257 – Grants Manual.pdf
IIID-81 3.258 – Grants Submission Process.pdf
IIID-82 3.260 – Sample Book Cover Page Template.pdf
IIID-83 3.261 – Board Policy 3200.1 Contracts.pdf
IIID-84 3.262 – Board Policy 3200 Purchasing.pdf
IIID-85 3.263 – Board Policy 3200 Capital Construction.pdf
IIID-86 3.264 – Administrative Regulations 3201- Capital Construction.pdf

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 empowers 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.

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

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, 16 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

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 **1.2** 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

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.

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 degree 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 specific 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 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 BOI 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 and 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

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.

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 DWF, 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 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 OPR 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

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 files](#)) 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 hosted by the AACC and CACRA ([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 its 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

approved by the BOT on May 18, 2015 in accordance with Board Policy 101 (1.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. (1.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)

- 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

OBSOLETE



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 student 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 select, 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.

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 committees, all member 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

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, SLP, 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](#)).

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](#)).

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 and 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 standards, 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](#)

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.

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 breadth 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 a 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*

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 include 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 with 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 the 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

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 plans 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

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 LSA 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 constitute 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

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%	61.7%
Nursing	80%	80.0%
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 and 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

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 ACCJC 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 1.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, traps, and institute needed services to improve student learning outcomes and achievement. **Assessing 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.

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 (ISS) 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 in 1. 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/AURT 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

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 committee that is responsible for coordinating the college's planning efforts, including strategic planning, budget processes, and dialogue regarding student success metrics, ISSs, and IEPs. 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 CCCC 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.

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.

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 by 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, facilities 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

order to submit a resource allocation request, the need must be documented and specifically referenced in the most recent 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 a 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.

- 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 Islander
- 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

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 1 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

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 program's 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 instructional 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

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 Focus 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 practice 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 the 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 (BPARC). 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 revision to the Chancellor's Council prior to going to the Board of Trustees for study, review, and approval [[EVI-Committee Composition and Purpose](#)]. BPARC may also revise policies and/or procedures in response to changes in external regulation, 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

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 in the College.

Policies and Procedures Related to Instructional Programs and Student 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](#)).

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 was 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 (EPAC), 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 to SLO/AUC 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 for SLO and AUC 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

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 allocation ([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 elements developed by the Districtwide Planning Council (DWPC), the Districtwide Technology Committee (DTC), and the Capital Improvement Committee (CIC). ([Districtwide 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,

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 initiated 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. 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, CC, 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.

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 through collegewide presentations as well as in presentations made to key planning and governance council 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. 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,

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 through 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 9: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its 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

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

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 ~~will be deleted from this document and replaced with a link to the Organizational Planning Manual once it is published~~



Integrated Planning Timeline																				
District-wide Planning and Resource Allocation Development Timelines																				
Evaluation/Task/Name	Action	Cycle	2014/15			2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	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			2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Saddleback College Planning and Resource Allocation Development Timelines																				
Evaluation/Task/Name	Action	Cycle	2014/15			2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	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	Create	1YR		*			*			*		*			*			*		*

Functional Integrated Planning Matrix- Saddleback College																
Strategic Plan Objectives	Goal I: Respectful Interactions/Campus Climate					Goal II: Student Success			Goal III: Economic & Workforce Development				Goal IV: Financial Health and Effectiveness			
	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						X	X	X								
2015-2016 Saddleback College Safety 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																

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,

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 of 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](#)

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 go through the standard resource allocation request process described in [xx.x.x.x](#). 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, and 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](#)).

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 be documented through the PR/AUR and requested through the resource allocation request process. ([Linked 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.

Evidence Forthcoming

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.

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

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 Meetings
- 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)

- 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 1: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its 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

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. This 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 OPRA 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](#)).



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

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 by the 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 to 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.

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.

- 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 and 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:

Our Values

Saddleback College embraces:

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

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

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

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



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

Innovation: We anticipate and welcome change by encouraging innovation and creativity.

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

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

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

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

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 respect 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.

- 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 honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to ethics, 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

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 unflinching 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 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 differences 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.



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/Archives/00%20Academic%20Integrity%20Contract%20Saddleback.pdf

<http://www.saddleback.edu/uploads/asenat/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.

- 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 fair and objective, 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.

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 College (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.

Analysis and Evaluation

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 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 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 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 statutes 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

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.

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 benefit 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.

OBSOLETE



- 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 process 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 Outcomes of Record (CORs) are carefully scrutinized to ensure compliance with accepted State standards. Course outcomes 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

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 Edsmart, 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

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 a regulation. 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 1). 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

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**]

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 examples 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.

- 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 1.16], 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

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 assessed 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 2016 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 center, 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). Formerly 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

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 fully 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.

- 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 to 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 several years to complete in 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

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 working group of the Student Success Committee and the EPA Committee conducted research and developed a ePortfolio pilot, which took place in spring of 2015 [EVI-ePortfolio handbook and website]. During the pilot, approximately 100 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. [EPA draft report, page 17]
- **Interactive workshops:** in fall of 2016, 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.

ANALYSIS AND EVALUATION

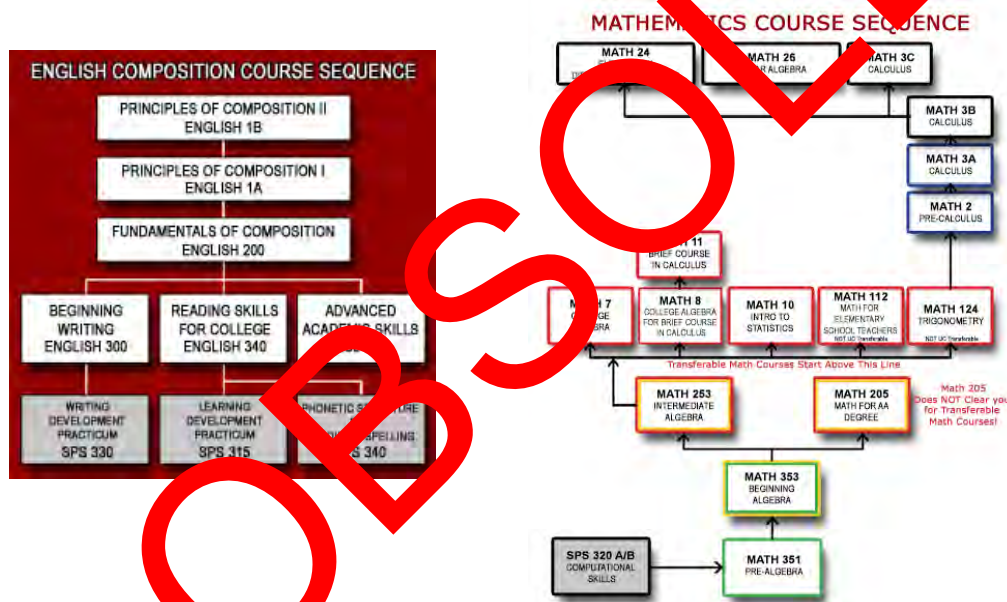
The College has identified course SLOs for all courses it offers, PSLOs for all certificate and degree programs, and ISLOs for general education outcomes. All course SLOs are being assessed on a regular basis, which rolls up to PSLOs and ISLOs, providing data for a dialogue on their attainment through 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. Adoption of this new process will occur for the 2016-2017 assessment results.

OBSOLETE

- 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).



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 enter 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 adult 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

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 1]. 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 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 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.

OBSOLETE

- 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 designed for 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, Article 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.

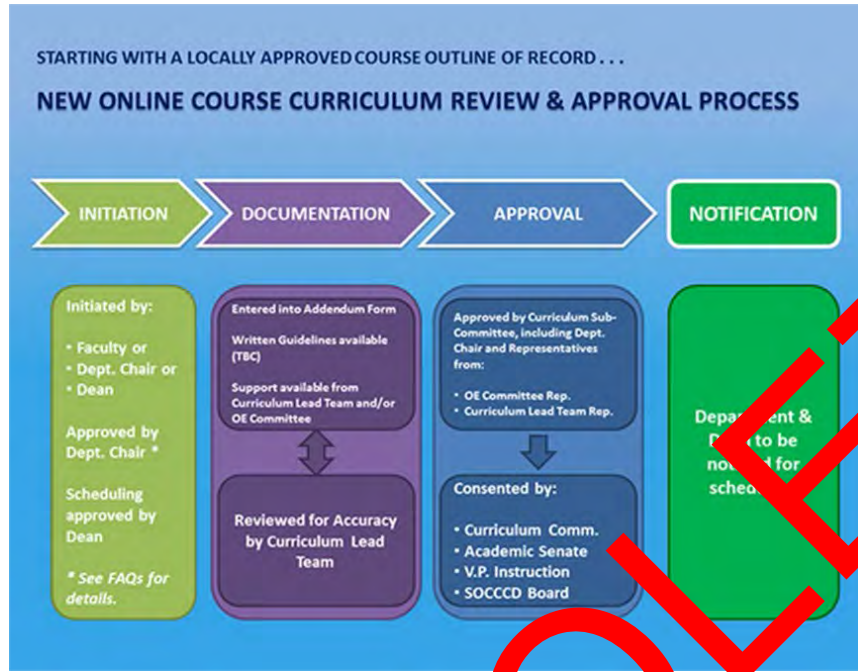
Another way that the college ensures that its programs and degrees follow practices common to American higher education is through articulation, where the College's articulation officer makes sure that the courses offered align with those of higher or equal institutions. These articulation agreements ease a 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.

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 Program 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 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 7: Flow-chart for D.E. Curriculum Approval Process



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 15-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.

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 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, 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 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 smaller number of courses 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 create their templates on a yearly basis and publish them to their website 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 this information to effectively predict which courses will be of high demand in which semesters and locations and thereby offer the correct number of sections to meet student needs.

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

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 [Evidence A.7] 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.

OBSOLETE

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/instructor 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 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 affected, 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.

- 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

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 staff during in-service and Flex Week as well as ongoing workshops, training and support for instructional technologies throughout the year.

OBSOLETE

- 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.7] 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 may 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 ensure 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

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.

OBSOLETE

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 awarded 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 Method 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 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 number 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 5002.5 [, 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 7]

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

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.4 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 the]**

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, there 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 credits 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.

- 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, transfer 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 coursework earned at regionally accredited institutions of higher education. Comparability of 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 questions on a 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.

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 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.

- 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 defined 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 succinct fashion when speaking in one or more of the following modes: interpersonal, in small group settings, or in public presentations.

II. Intellectual and Technical 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.

- 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.

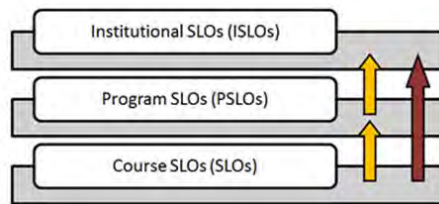
IV. Breadth of Subject Area Knowledge

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 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 achievement.
- 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.



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 2016-17 academic year.

While the ability to make connections between SLOs and ISLOs is recently 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 PSLOs (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 take 1 or 2 classes in order to remain current or as a refresher course. As a result, a 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 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,

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.

OBSOLETE

- 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 MEETING 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 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 rewrite 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 GE 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

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 assessments 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 selected 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.

OBSOLETE

- 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 students 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 learning, 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.

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 better align 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 formation 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 the 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 design 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]

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>

OBSOLETE

- 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 to 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 class 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* [F-1].

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 relevance 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 assessed with respect to the modality in which they are taught.

Evidence that the criteria for 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).

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. 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 the courses, a program is deemed not to meet the needs of the community and is no longer offered. For example, 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 continuously and systematically improve its courses and programs to enhance student learning outcomes and improve student success. All courses are regularly evaluated through annual Student 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 increased 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

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 resources.

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.

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 the 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.

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 46 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

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 28,310 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 Catalogs)

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.

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 8:00 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, 10 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.

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 (OED) 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, a full-time math professor Deanna Valdez coordinates the hiring, training, and evaluation 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 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.

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.

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 10 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

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.

OBSOLETE

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 Administrative 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 several 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

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 year. 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.

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.

OBSCOLENT

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 used for 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, Google Analytics, 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.

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 resources 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 Consultation: 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

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 OPBA 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 rate (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.

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 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

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 Planos 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

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 on-site 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 Advitia 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 computer 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.

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 method 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 AUR is to ensure that all units are aligned with the 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 the review process. AUOs and SLOs are addressed in II.C.2.

The College provides comparable student support services to online education students. Each student support unit uses a variety of technologies—such as email, telephone contact, the College website, and online chats—to extend access to all students, including online students. Online student services were originally developed with online education students in mind, but these services have become popular with all students. Students can use the College website to apply, attend the new student orientation, begin the financial aid process, order books, contact a counselor, add or drop classes, request transcripts, seek student technical support, participate in online tutoring, and use library databases.

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.

This services of this office 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
- Transcript evaluation

Career and Re-Entry Center

The primary focus of the Career and Re-Entry Center is to offer career exploration, career counseling, advisement, and support to individuals who are searching for a new major, as well as services to assist individuals with career and life development. This center provides both career guidance services and re-entry services to all students. It also maintains a website that describes the center's offerings and provides a variety of resources. The center currently

employs two full-time year-round employees, one career guidance technician, and two part-time office assistants.

Career guidance services are available to students and community members. These 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.

Re-entry Services has an open door policy for all students and community members and has never denied services based on a specific definition of "re-entry student." The center's intention is to support all re-entry students and promote the success of their educational, career, and personal goals. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career guidance; educational and informational sessions (in English and Farsi); support groups; conferences; and scholarship information. Each April, Re-entry Services holds an annual event that features community speakers, workshops, and a nonprofit resource fair.

The Career and Re-Entry Center offers assistance face-to-face, via email, and by phone. The center's website provides a starting point for many services and also provides a variety of tools for students. The following services and research tools are provided free to students: CaCareerCafe.com, CaCareerZone.org, Vocational Biographies, CareerCruising.com, Kahn Academy, Occupational Outlook Handbook, and O*Net.

Career Placement Services

The career placement officer operates in the Economic and Workforce Development and Business Science Division. The position provides campuswide job preparation services and supports students in the areas of job searching, resume writing, interviewing, as well as social media issues impacting the job search. The position also provides organizations opportunities to recruit and hire students through On-Campus Recruitment (OCR), career fairs, and job postings on Gaucho Jobs. The career placement officer is the system administrator for Gaucho Jobs, an online student employment system averaging 20,000+ visits per year, 200-300 job posts per month, and 2000+ employer contacts. Furthermore, Gaucho Jobs averages approximately 500 students searching for employment each month spending over six minutes per visit. In addition, the career placement officer coordinates the annual career fair, which is consistently one of the highest-rated career fair events in the region and brings nearly 100 organizations and 1000+ job-seekers to campus.

Counseling Services

Consistent with the College mission, Counseling Services supports student learning and success by regularly evaluating the quality of its student support services. Feedback about student services is collected through both the annual college wide survey and the 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 their development of an educational plan, appointment length, information provided, quality of counselor support, and 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 College. Data from the 2013 survey states that 95 percent of the students who made appointments for academic counseling indicated that they had developed a complete academic plan during their appointment using My Academic Plan (MAP). MAP is a computerized online academic planning tool created by the College and IVC counselors in 2007 to create comprehensive student educational plans. MAP, which interfaces with ASSIST.org, is utilized by all counselors in all departments of student services. Recent data concerning the development of academic plans by students further validates this point by showing an exceptional increase in the number of MAPs being developed by students over the past three years as well as the number of comprehensive academic plans being approved by counselors. Recent data shows that since fall 2012, 19,368 comprehensive academic plans were approved by counselors at the College, and, between the academic year 2013-2014 and 2014-2015, there was a 25 percent increase in approved comprehensive academic plans. Since MAP can be accessed and completed on the student's computer at any time and in any location, this data includes distance education and correspondence education students. Whether working directly with the student in an appointment or over the phone, a counselor can check and approve a student's MAP by accessing it on a computer.

The results from the 2009 and 2013 student surveys indicated that the majority of students were consistently satisfied with their contact with a counselor. Since student success is the goal of all counseling appointments—whether the appointments are for academic, career or personal counseling—this data further demonstrates Counseling Services' ability to support student learning. 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.

Group counseling is another innovative way the Counseling Services Division is meeting the needs of a growing student population. During the summer and fall 2015, 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. To determine if group counseling could be an effective method of assisting students in developing a comprehensive academic plan, the REL West and MDRC research groups partnered to undertake a research study with the Counseling Division at the College. A random sample of students was selected to attend academic planning groups using MAP. These MAP workshops were designed to provide counseling to groups of five to ten 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 Division's participation in this study, MAP Workshops are now an integral delivery method for counseling students at Saddleback College. MAP Workshops provide the Counseling Division 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 counseling appointments becomes greater than counseling appointment availability.

In addition, every two years, the Counseling Services Division evaluates its student support services through an AUR. The AUR speaks to Division strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives. The AUR is a comprehensive and thorough document that demonstrates support of student learning and enhances the mission of the institution. [2.00 PR]

Disabled Students Program and Services

Disabled Students Program and Services (DSPS) regularly evaluates the quality of their department's services through surveys, the evaluation of usage data, the review of AUOs, and the completion of AURs.

DSPS sends out a student survey during the spring semester. 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 services provided for deaf and hard of hearing students, students in need of adaptive furniture, or those in need of "on campus" transportation. The surveys distributed during the spring term are then reviewed and the results are included in the DSPS program's administrative unit outcomes and also used for administrative unit reviews. The surveys address students' satisfaction with DSPS services and include questions about student satisfaction with appointment availability, information provided, 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 DSPS student survey showed that students were extremely satisfied with their contact with a counselor, learning disabilities specialist or DSPS specialist. 86 percent of responding students strongly agreed or agreed with the statement "I felt the counselor/LD

Specialist/DSPS Specialist responded to my questions thoroughly.” In 2009, 93 percent of the students indicated that their appointment provided them with new knowledge or skills related to academic, career, or personal goals.

The DSPS Program also analyzes students' use of their services. Through SARS, which records all student contacts, the College is able to determine the most significant services and programs utilized by students. This information provides insight into student needs and the ways in which DSPS 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 Production evaluated the number of students who attended their initial appointment after being referred to Alternate Media Production by a DSPS counselor. During the spring semester, 134 students were referred to Alternate Media Production. Of that number, 70 percent kept an appointment and submitted books/class material for production into an alternate media format. In 2015, 150 students met with 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 Program completes a program review every two years. The program review allows the DSPS Program to connect their services, programs, and instruction to the mission of the College.

Once a student is verified as having a disability, an interaction process during an accommodations appointment with the student determines what accommodations and auxiliary services would be effective for optimal learning. Accommodations apply to students for in class, Distance Education, and Continuing Education. If a student discovers that one of their accommodations cannot be applied, the student reports this information to their instructor and DSPS. DSPS and the instructor of record will then work together to make sure that the accommodation is provided. DSPS is aware of where their students are from as this is part of the application packet for DSPS services. Counseling appointments regarding DSPS accommodations, orientation, and counseling for DE students, can take place through Skype or phone conversations. These methods can be used for students who need access to Alternate Media Production, and materials can be delivered through email or physical mail. For those DE students whose accommodations include extended time on tests, DSPS provides the accommodation information to the instructor, who then adjusts the time allotment for tests on Blackboard or other technological access points for the student.

EOPS/CARE and CalWORKs

Consistent with the College mission, EOPS/CARE and CalWORKs supports student learning and success by regularly evaluating the quality of its student support services. The annual Collegewide survey collects feedback about student services, as does the review of AUOs and the completion an AUR. In addition, EOPS/CARE and CalWORKs faculty and staff have biweekly meetings to discuss the progress of the student support services that these programs offer to students. In 2013, the EOPS/CARE and CalWORKs Program conducted a student survey to evaluate the services offered through these programs. The survey addressed students' satisfaction with EOPS/CARE and CalWORKs services, information provided by the counselors,

mode of information delivery, quality of counselor support, and their completion of a student educational plan. The 2013 survey contained data from 60 students.

The results of the student surveys demonstrate the EOPS/CARE and CalWORKs Program's success in supporting learning and enhancing the mission of the College through the development of education plans. Data from the 2013 survey states that 95 percent of responding students agreed or strongly agreed with the statement "the EOPS Counselor developed an understandable educational plan that reflects my career or academic goals." All educational plans completed by EOPS/CARE and CalWORKs counselors are approved and signed by the student and the counselor. 93 percent of students agreed or strongly agreed that their EOPS counselor was knowledgeable about academic programs, general education and transfer requirements; 90 percent of responding students utilized priority registration and 81 percent utilized book vouchers or borrowed text books from the EOPS book loan program.

Financial Aid

The Student Financial Assistance and Scholarship Office provides FAFSA guidance and support to 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. Based on their financial need, students may be eligible for some form of assistance.

The financial assistance programs offered at the 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 College-Eligible National Direct Student Loan (Formerly NDSL)
- Federal Stafford Loan (both subsidized and unsubsidized)
- Saddleback College Emergency Short-term 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 student visas. These services include assisting students in the admissions, assessment, and orientation processes. Furthermore, the International Student Office guides international students through the transfer and graduation process and helps students with the preparation of home-stay and visa applications as well as documents required by the United States Citizenship and Immigration Services. In addition, the International Student Office both coordinates events on campus to

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

Level Up Basic Skills and Student Outcomes Transformation Grant

The College was awarded \$1.5 million for the three-year Level Up Basic Skills and Student Outcomes Transformation Grant, which began in fall 2016. The grant will focus on factors students say they need to feel in order 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:

- 1) Adopt the Common Assessment Initiative and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses.
- 2) 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.
- 3) Contextualize remedial instruction in foundational skills for the specific academic and career pathways in which students seek to advance.
- 4) Provide proactive student support that is integrated with instruction.

The College will also use the grant to advance existing practices that are productive, to employ professional development to create awareness and practice of these strategies and perspectives, and to develop a Collegewide culture, both in the classroom and in areas of student support, that bolsters basic skills success. In addition, the College will use existing District technology to create a new class schedule that will integrate a given student's matriculation results, high school transcripts, completed coursework, academic plan, as well as create an individualized class schedule. The grant will also create six positions to expand tutoring, and provide stipends for curriculum redesign and professional development.

Student Health Center

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

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

Student Success and Support Program (Formally known as Matriculation Department)

The Student Success and Support Program (SSSP) evaluates its student support services through student surveys, the review of AUOs, and the completion of AURs. In spring 2012, a sample of 287 students who had completed matriculation at the College responded to a matriculation satisfaction survey. All questions on this survey 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 1) the College's orientation and advisement and 2) the language on the matriculation website to better explain the process for submitting alternative evidence to meet the prerequisites for English and math requirements.

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

The SSSP program review along with the SSSP credit and non-credit plans are used to measure the program's progress and to monitor any unmet needs of SSSP/Matriculation. Below reflects the Matriculation services provided to potential College students during the 2014-2015 academic year. [2.00 Orientation Outcomes]

Orientation is mandatory for all students whose educational goal includes matriculation. During the 2014-2015 academic year, 92 percent of first time students completed orientation.

The College is able to meet all student orientation needs as this service is entirely available online. Only students whose educational goal does not require orientation are permitted to register for classes without having completed all SSSP core services. An effort is being made through Sherpa "nudge" technology to follow-up with students who have applied, but who have not completed the SSSP core services nor enrolled.

SSSP supports the Counseling student learning outcomes (SLOs) by introducing new students to campus support programs including: Counseling courses; categorical programs such as DSPPS, EOPS, CalWORKS; veteran services; the Transfer Center; the Health Center; free tutoring in the LRC; FERPA; and Title IX. The successful completion of the online orientation module's exit exam demonstrates evidence of student learning.

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 students attending in-person orientations. In addition, a variety of SSSP/Matriculation workshops are held throughout the year.

Transfer Center

It is the mission of the Transfer Center (TC) to provide resources and counseling services that empower students, so they can achieve their desired transfer goals and career objectives. In order to transfer to a four-year institution, students must meet specific momentum points dependent on their transfer goal. The general points are deciding on a major and career goal, math and English requirement 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.

The Transfer Center regularly evaluates the quality of support services provided to students through student surveys, by reviewing AUOs, completing AURs, and evaluating data. Furthermore, the support services provided by the center support learning and enhance the accomplishment of the mission of the institution and, in particular, the mission of student transfer to 4-year institutions. Students have multiple means of making contact with the Transfer Center; they can access the center through its website, schedule individual appointments at the center, call the office and be placed on a call-back list during walk-in periods, or email the center with questions via a designated general email address provided on the center's website. The counselor/coordinator and the eight part-time counselors also deliver services through presentations in academic classes, workshops for students, open application labs, personal statement essay reviews, and quad visits. These class visits and workshops are regularly evaluated through a paper survey that is uploaded 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 had already transferred, the survey was sent to students who had made an appointment through their College email. Students who visited the office were given a paper survey. Through both means of deliver, 83 students participated in the survey total.

Appointment processes: The survey results demonstrated that 56 percent of students made appointments over the phone and 36 percent made appointments in person. Eight percent of students who completed the survey had never made an appointment with a Transfer Center counselor. It is possible that these students completed the survey while they were in the office during walk-in transfer express times. 56 percent of students found the appointment making process to be very easy, while 18 percent found it easy. Meanwhile, 14 percent of the students found the process to be difficult and 7 percent found it very difficult.

Counseling: Nearly 68 percent of students were "very satisfied" with their counselor's thoroughness. Seventy-one percent of students were satisfied with their counselor's explanation of specific transfer steps. Sixty-nine percent of students rated their satisfaction with MAP as "very satisfied." 56 percent rated their satisfaction with application help as "very satisfied." Finally, 63 percent of students were "very satisfied" with the length of their appointment.

Transfer Center counseling related to college choices was the highest rated reason for visiting the Transfer Center at 71 percent, followed by help with counseling assistance for class scheduling at 66 percent. Nearly 35 percent of students surveyed used the center for transfer workshops, followed by 15 percent for university representative visits, 11 percent for college fairs, and 6 percent for careers in teaching.

The Transfer Center determines AUOs each year to guide priorities and provide focus for the academic year. The Transfer Team, composed of both faculty and staff, meets each Monday to review progress and plan for upcoming student transfer needs. In addition, counseling faculty

meet monthly for a Counselor Forum to consider 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 5 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 the families of both, access to educational opportunities and the necessary support services to reach academic success as well as transition back into civilian and college life. In achieving this mission, the College will stand as a leader among post-secondary institutions in serving those who have served us.

The VETS Program regularly evaluates the quality of support services provided to students through the assessment of AUOs and through the AUR process. The program works with District IT staff to assess completion rates, retention rates, participation rates, and demographic information of student veterans, active duty personnel, and military dependents. Furthermore, the Vets Program also reviews the efficiency and efficacy of its services. For summer 2016, the program planned a deeper review of student veterans, the impact that the use of services has on those students, as well as an overall satisfaction survey. Once completed, this assessment will inform the future direction of the VETS Program. In spring 2016, a review of the physical VETS Center took place. In this review, students showed extreme dissatisfaction with the size and layout of the current location, SSC 207. As a result, a report has been developed and will be delivered to the College administration to seek a new, larger, and more accessible location to serve student veterans.

The VETS Program provides phone and online services for off-site active duty personnel, veterans, or family members, who are often either deployed or on a military installation outside of the area. For example, when a student comes to the program with limitations based on geography or the inability to be given leave by a commanding officer to come to campus, an appointment is scheduled and a counselor calls the student and engages with them online to review records and documents simultaneously; in addition, the program offers counseling at Camp Pendleton Marine Corps Base. Many veteran students come from the northern part of Camp Pendleton, and yet they still struggle to get to campus 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 support services provided to students through the process of reviewing AUOs and completing AURs.

ANALYSIS AND EVALUATION

The College makes every effort to provide comparable support services regardless of the method and location of instruction. The College regularly evaluates student services through administrative review and point-of-service surveys. By utilizing these evaluations, student

support services can ensure that services meet the needs of the students and support the mission of the College. In addition, this process ensures that the College provides high-quality services that support student learning, and helps to identify additional needs and services.

OBSOLETE

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

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

The College currently does not have any programs that are offered solely online. As an open institution, the College does not restrict access to any of its courses and works to ensure the success of all students, both face-to-face and online, by providing necessary resources and services. The College assesses and utilizes outcomes assessment data for all support services, whether these services are provided face-to-face or online. In addition, the College requires all student and learning support services to participate in the biennial AUR process.

Counseling Services

Counseling Services identifies and assesses learning support outcomes and provides appropriate student services by regularly participating in the administrative unit outcomes (AUOs) process and by assessing student learning outcomes (SLOs) related to counseling courses taught through the Counseling Department. Counselors work with students to create a plan that mirrors student goals whether that goal is a certificate, associate degree, or to transfer to a four-year institution. All necessary courses in this plan can be changed by semester to provide students with a visual outline of their remaining courses for completion. My Academic Plan (MAP) is always accessible to students through the MySite portal.

The Counseling Division tracks the number of academic plans that are made on MAP as well as the number of plans that 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. The results of the aforementioned mentioned 2009 and 2013 Counseling Division student surveys (in II.C.1) show student satisfaction with their ability to develop a comprehensive academic plan using MAP.

The Counseling Division also assesses student outcomes through SLOs related to counseling courses taught through the Counseling Services Division. Counseling courses are taught in subjects including: career exploration, academic planning, human relationships, and study skills. Each class has a specific list of SLOs that students are expected to achieve by the end of the course. Class assignments and exams are means to measure SLOs. Comparable counseling courses, whether taken in person or online, have the same SLOs. Therefore, online students can expect to receive the same information as face-to-face students and will achieve the same learning outcomes. In order for students to accomplish the competencies necessary to earn a certificate, degree, and/or transfer, all course-level SLOs are linked to PSLOs and ISLOs. In the

latest measurement of SLOs in Counseling Services courses in 2015, 100 percent 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

Through DSPS administrative unit outcomes, DSPS assesses how adequately it meets the needs of students in a timely manner. In 2013-2014, the AUO was assessed through institutional data collection. SARS was used to examine the time between a student's first contact with DSPS (submission of the DSPS Application for Services) and the time the student received their initial appointment. It was found that only 61 percent of the students applying for services received an appointment within two weeks of their first contact. These results indicated that there was an inadequate number of appointments available, perhaps partly due to budget reductions since 2008. In addition, the DSPS student count has increased significantly since 2008. There were 1800 DSPS students in 2008 and 2500 hundred students by 2014. In response to this increase, DSPS has added counselors to meet student needs.

DSPS also assesses student outcomes through student learning outcomes related to Special Services courses taught through DSPS as well as the adaptive PE courses (KNEA) taught through DSPS. Special Services courses cover 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 Learning. KNEA courses include: Adaptive Strength Training, Water Exercise and Swimming, Cardiovascular Conditioning, Adapted Sports, and Survey and Assessment of Fitness, among others. Each class has a specific list of SLOs 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 whose students are in jeopardy of not attaining the outcomes for the course. Progress Report was piloted in spring 2016 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 to express any concerns that they have regarding their students' class performance. Faculty can use Progress Reports to communicate to a student that he/she may be missing assignments, poor performance on a test, or absences. Since College counselors will also have access to these Progress Reports during individual counseling appointments with students, Progress Report will allow for a holistic and intrusive approach to counseling. Furthermore, counselors will proactively use Progress Report analytics to reach out to students who are in need and direct them to campus services for support.

Progress Report nudges include referrals to the Learning Resource Center, the College's free tutoring center, instructor office hours, and counseling. While Progress Report is voluntary tool for our faculty, this function can easily be accessed with any class roster found in MySite. Professional development workshops will address how to use Progress Report; in the meantime,

this intuitive tool is already available to faculty. Approximately 1,800 students end each semester on academic or progress probation. Beginning fall 2016, students on academic probation are in serious jeopardy of losing their financial aid. Progress Report can serve as a preventative tool to help all students succeed. Finally, Progress Report can also send positive nudges, which will allow counselors to reinforce positive classroom performance. This early alert system is a Districtwide project funded through SSSP. Instructional and counseling faculty, staff, research and District IT worked together on this collaborative effort to provide a needed and beneficial student support tool.

EOPS/CARE and CalWORKs

Every three years, EOPS/CARE and CalWORKs identifies and assesses administrative unit outcomes (AUOs). The EOPS faculty and staff members have biweekly staff meetings to discuss and evaluate AUOs. During these meetings, staff report the outcomes of their activities in relation to AUOs. For example, all EOPS active students are required to attend three counseling meetings per semester; during these meetings, the counselor ensures that the student develops an educational plan. All current EOPS students have a comprehensive student educational plan.

In addition, students are contacted via email and phone with reminders about their priority registration, counseling contacts, book vouchers, the book loan program, and other student support services—such as holiday events, grants and scholarships available to students. The AUOs are assessed in several ways. The EOPS program specialist uses a database to run daily reports on those students who utilize each support service and on the student support services provided. The EOPS/CARE programs have a tracking system where all student contact is documented and all services are tracked. In order to plan for the following year, all AUOs are assessed at the end of each calendar year. In addition, the EOPS/CARE programs have mandated reports. The reporting forms required by the Chancellor's Office during the fiscal year include the Proposed Budget, Final Expenditure Report, and Program Plan Report.

SSSP

SSSP assesses and provides for student needs by including in the orientation topics mandated by Title 5, section 55021, as well as any additional information, policies and/or procedures that the College or District determines necessary to include in a comprehensive orientation. The orientation includes all mandated topics as well as additional topics, such as, programs and majors, the SSSP process, student services, academic planning, campus life, and student conduct and safety.

SSSP addresses student need regardless of location. The program responds daily to email messages from students and the community regarding SSSP-related questions and concerns. All student services-related departments, as well as instructional support divisions and departments, contact SSSP regarding matters of assessment, at which time the SSSP coordinator and/or staff address each inquiry 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 participated in a CESSE student survey. [2.00 add survey results]

SSSP provides online orientation and online advisement for students unable to participate in in-

person SSSP services. Students outside of a 150-mile radius of campus and out of state can complete assessments with off-site proctoring services nationwide through the College's membership with NCTA. Through Comevo, the same provider of online orientation, online probation workshops are available to students.

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 regularly assists the staff with data analysis.

Transfer Center

Students work with counselors in the Transfer Center to prepare for transfer, to apply, and to follow the steps for transferring which, in many cases, take approximately one year from application to the first semester at a given transfer campus.

To determine whether students are achieving anticipated outcomes and to improve services, the Transfer Center assesses the following:

- Assessment of approved MAPs completed by counselors in the Transfer Center
- Assessment of the 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; to date, no formal assessment has taken place. Internal assessments include student wait time for counseling, counselor efficiency, VETS Center utilization, accuracy of MAP majors to VA Once submissions, event participation rates, and overall veteran participation rates at the College. The VETS Program is currently up for administrative unit review (AUR) and will incorporate specific metrics into both the planning process and AUR.

Distance Education

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

Counselors provide online/phone counseling to help meet the growing needs of online students. To ensure reasonable academic accommodations for students enrolled in online courses, DSPP has online procedures to accommodate students who have disabilities.

AURs and PRs flag additional student needs and enable a link to resource allocations. In addition, student surveys and committees—including the District Technology Committee, College Technology Committee, DOEC, and College Online Education Committee—offer the College opportunities to assure the quality of student support, identify needs for support services, and ensure that those needs are met.

ANALYSIS AND EVALUATION

The College provides a broad range of student services and programs to support student success. The College utilizes several methods for identifying and assessing outcomes for its learning support services and then uses that data to provide appropriate student support services 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. Furthermore, student orientation, campus events and personal development course curriculum, provide students with information on College services. The College was an early adopter of student services SLOs and AUOs, and all student support services have completed multiple AUO assessment cycles.

OBSOLETE

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 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 application for enrollment, all enrollment-related services, registration and transcript requests, as well as degree and certificate conferral. The office collects, processes, and maintains student grades and completion records of certificates and degrees. The staff processes residency redeterminations and transcript requests, and enforces academic regulations such as course repetition, academic renewal, and enrollment priority. Most transactions can be completed online, and the Office of Admissions, Records and Enrollment Services serves traditional and online education students.

Counseling Services

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

Many high school students attend the College through dual enrollment. Additionally, in 2012, the College began offering counseling courses (then titled Applied Psychology) at local high school campuses. Serving a population of 400 high school students, the Counseling 100 courses are now offered at 13 local high schools. Students who participate in the high school courses are more prepared for college and have higher persistence rates.

Disability Student Programs and Services

DSPS at the College ensures that 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 labs; sign-language and real-time captioning; and liaison with faculty and community agencies. These services apply to students in both face-to-face and online classes, and appointments are available in person, by phone, or by 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 Learning Disabilities Center offers free learning disability assessments to students who have never been diagnosed

with a disability, but who 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 hire additional faculty and staff. This growth created space constraints that made it extremely difficult to meet the service needs of students, so the College increased the facilities space available to DSPS. This additional space was added in multiple locations throughout the campus. Having 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 DSPS into the Gateway Building after its completion.

Due to the size and topography of the campus, the College will always need to provide “on-campus” transportation for students with mobility issues. DSPS provides campus transportation by way of two golf carts (one cart is wheelchair accessible) between building locations, the parking lot, and the ACCESS bus stops, as well other areas on the campus.

EOPS/CARE and CalWORKs

EOPS/CARE and CalWORKs is committed to providing comprehensive student support services for EOPS/CARE and CalWORKs eligible students through the following services: career, personal, and academic counseling; priority registration; assistance with registration; book vouchers; assistance with scholarship applications; application fee waivers to four-year institutions; the Book Loan Program; Cap & Gown; cultural and social events; and extended tutoring services and grants.

The EOPS/CARE Program provides support services to those students who qualify for and are accepted into their program. Students can reach the program in person, by telephone, or online. The EOPS/CARE and CalWORKs Office is open daily, excluding weekends and holidays. All forms are readily available via the College's EOPS/CARE and CalWORKs website.

Counseling is the primary student support service offered to EOPS/CARE and CalWORKs students. Each program has its own eligibility requirements based on Title 5 regulations. In order to be eligible for the EOPS/CARE program a student must have an educational and socio-economic disadvantage and have completed 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 Department of Social Services. EOPS/CARE and CalWORKs students utilize personal, career, and academic counseling. EOPS/CARE and CalWORKs counselors develop comprehensive academic plans for students through the District's MAP software. Each student's MAP is reviewed and updated on a semester basis.

Follow-up services are communicated in person, by email or phone. EOPS/CARE students also have access to priority registration and can apply for associates degrees, vocational certificates, or occupational awards online through their MySite portal.

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 wages, loans, and scholarships. Financial aid programs assist eligible students from all income levels, and specifically those students from low and middle-income families. All students have access to the application for financial aid online, as well as related forms. In addition, financial aid support is provided face-to-face, via email, or by telephone.

International Student Office

The International Students Office coordinates events on campus to promote global awareness and also cooperates with community organizations in international friendship programs. The office's website provides links to the international student application as well as information about activities and events. Students can interact with the College's International Student Program using Facebook, Twitter, and YouTube.

Student Equity Plan (SEP)

The College provides appropriate, comprehensive, and reliable services to all students. The College's culture of support strives to ensure equitable access to support services for all segments of the student population. The College uses a multifaceted approach to ensure this equitable access for all students. The College utilizes the Student Equity Plan (SEP) to support and move each student toward academic and personal achievement. Categorical programs, student equity, basic skills, and student success and support programs ensure students many opportunities to achieve this success. The College's SEP aligns with Objective 2.1 of the Strategic Plan which calls for "closing the achievement gap." The 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. [2.0 SEP]

Student Success and Support Program (SSSP)

SSSP ensures regular evaluation of equitable access by meeting with the English, Reading, ESL and Math department chairs to conduct validations. The English, Reading, ESL and Math departments are currently preparing for implementation and validation of the new Common Assessment and reviewing multiple measures.

SSSP ensures that manipulation testing is available to remote students through the utilization of NCTA (National College Testing Association) to provide proctored assessment services to students who are out of state or outside of a 150-mile radius of the College. All other SSSP services, including orientation and advisement, are available online.

SSSPt can monitor, track, and study the use of online orientation and online advisement. As of March 2016, a satisfaction survey form is collected from students using NTCT. 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 College' off-campus assessment service provided at area high schools.

Reliable SSSP services (orientation, advisement and probation) are available online. Out-of-the-area and out-of-state students are given the option to be proctored at a NCTA site throughout the United States and soon the College will offer the California Common Assessment; this means

that any student within California can test at any community college campus and their placement results will be available to the College through CCAssess.

The College discovered there is a need to offer off-campus assessment more than once at many area high schools. Due to the overall number of high school seniors requiring assessment and the College's current practice of capping test sessions to 50 students, the College will offer assessment at some of the larger high schools for a second time. In addition, the College discovered the need to return to high schools for additional testing sessions in order to meet the needs of students who required an evening test session due to extracurricular activities. This year the College is testing at local private schools, starting as early as October. The High School Partnership Program has improved relationships with neighboring parochial schools.

A greater effort is also being made to bring the College assessment to the broader community. A small working group made up of SSSP staff and discipline experts in English, reading, ESL, and math, are preparing a list of community sites—such as libraries, Boys & Girls Clubs, and military stations—where the College can host regular assessment testing sessions.

As a pilot test college for the Common Assessment Initiative (CAI), the College looks forward to bringing the Common Assessment to the community. We believe the CAI platform will be adaptive, mobile, and better suited for off-campus testing than the 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 (CAP). Counselors use their notes and documentation from appointments to facilitate continuity of services since, in many instances, the student will see more than one counselor in their community college career. Counselors who meet with the student after their Transfer Center appointment can use these notes, as can evaluators at the time of a given student's graduate transfer. The Transfer Center has extended hours from Monday through Thursday to accommodate students who are unable to access services during the day. The Transfer Center invites representatives from four-year colleges to visit the College's campus in person or to meet virtually with potential transfer students; both of these methods provide access to students who may not have the means to travel to prospective transfer campuses. The Transfer Center offers tours to each of the three local transfer options including UC, CSU and private institutions. In addition, there are counselors available in the Transfer Center with language proficiency in Spanish and Farsi. With the new SEP-funded CLASE Transfer Mentor Program, the Transfer Center also provides a bilingual/Spanish transfer information program for new students and their parents; this is 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 VETS on the Camp Pendleton Marine Corps Base and via phone and online is advertised on the program website and communicated to students in the VA Office. These services are also promoted at the School of Infantry Joint Education Center.

ANALYSIS AND EVALUATION

The College provides equitable, appropriate, comprehensive, and reliable information and services to students using multiple methods to assure access for all students. The quality, reliability, and accessibility of all 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 developed and made available to students.

OBSOLETE

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

The College offers a wide variety of co-curricular and athletic programs that align with the College mission and provide expanded social, cultural, and educational activities for students. To ensure they meet College standards, all academic and student service programs—including ASG, athletics, and fine arts programs—are reviewed through the College PR/ASR process in the same manner.

Student Development

The Student Development Office's primary goal is to support student leadership and personal growth through the following: Campus Life activities, the 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 shared governance. ASG, in partnership with the staff of Student Development, is responsible for administering the annual ASG student elections and the 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 trustees, 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 and organizations on campus through the Inter-Club Council. In spring 2016, there were 40 recognized clubs covering a wide range of student interests. These clubs include Anime, Business, Gay, Straight, Alliance, Meditation and Mindfulness Realization, and Psi Beta and Psychology club. 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 available to students that foster campus engagement. These activities include the Game Lounge, weekly ping pong tournaments, free Moonlight Movie Nights, and monthly food trucks. The Leadership Lab, also overseen by the Student Development Office, offers a variety of workshops and live events—such as public viewings of Ted Talks on Tuesdays—created with the goal of building within our students a robust sense of leadership as well as

professional and personal development. The Leadership Lab provides workshops including Stress and Anxiety Relief, Franklin Covey's 7 Habits of Highly Successful College Students, Understanding and Practicing Growth Mindset, The Power of Motivation, and How to Make 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/lodging sales, and Associated Student Body (ASB) \$10 activity sticker sales. ASG's finances are governed under board policy 5420. In 2015-2016, 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

The College's athletic programs are housed within the Kinesiology and Athletics Division 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 has two financial sources: 1) an allocation from the College's general fund operating budget, 2) team 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 Kinesiology and Athletics Division also actively reviews its PR annually in preparation of the alignment of its annual resource allocation requests for additional funding for the program.

The College currently offers twenty intercollegiate sports programs throughout the academic year:

- Baseball
- Basketball, Men's and Women's
- Beach Volleyball, Women's
- Cross Country, Men's and Women's
- Football
- Golf, Men's and Women's
- Soccer, Women's
- Softball
- Swimming & Diving, Men's and Women's
- Tennis, Men's and Women's
- Track & Field, Men's and Women's
- Volleyball, Women's
- Water Polo, Men's and Women's

The sports programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCCA), the SOCCCD Board of Trustees (Board Policy 5230), State Education Code Section 67360-67365, and Federal Register of Title IX. The CCAA maintains 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 CCAA 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.

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 these 12 units, nine must be academic. Before playing their second season of competition, sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum GPA of 2.0. 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 they 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 while also receiving real-world experience. The division provides activities 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 College, 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 the strong Summer Theatre program. During summer 2016, the program performed *Beauty and the Beast* and *Little Shop of Horrors*. The 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 and attend 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 students “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 to a broader audience. Additionally, students participate in the radio stations KSBR and OC Rock internet radio as well as Channel 39, a local television channel.

The Music Department has a comprehensive program and many co-curricular programs, such as concert and recital. 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, the College held its first annual One Book, One College—a 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 Twenty-Fives* to be read across the campus by students, faculty, staff, and administrators throughout the semester.

Many faculty across disciplines chose 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, which was attended by over 400 students, faculty, staff, administrators, and community members.

This pilot project was funded by the College'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

Co-curricular and athletics programs offered at the College 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; this connection being a critical component in student success. These programs reflect the interests of students as well as those of local and surrounding communities.

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. These programs also ensure that students receive timely, useful, and accurate information including graduation and transfer policies. Through the replacement of the Matriculation process with 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 to all students from any location. To meet the needs of students who are not in the area, the College relies heavily on phone calls for academic and other counseling services. An increased number of counselors are using technologies such as Zoom to communicate with students. For out-of-area students, there is a need for a more standardized approach to student support. Currently, the Counseling Division is looking into a universal counseling platform for counseling services. The platform in use for this pilot is Cranium Cafe. The evaluation of services for Counseling for online 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 College's 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 instruct counseling classes as well as conduct individual appointments, walk-in appointments, group counseling/advisement, workshops, and online advisement.

The 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 one hour of training per week with a full-time counselor for the first semester of their employment at the 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 Student Health Center and campus police to provide updates, in compliance with all related laws, about personal counseling practices and responding to students in crisis.

In addition, counselors are highly trained in MAP—an online academic planning tool utilized by all counselors in all departments of student services, which interfaces with ASSIST.org. Any counselor in any department of student services can view student academic plans. This connectivity 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, to read, and even create their own academic plans. Students are encouraged to have all plans reviewed regularly by a College counselor. Usage of MAP has grown dramatically in the past few years, enabling students to feel more confident about graduation and transfer policies. Since fall 2012, a total of 19,368 comprehensive academic plans have been completed using MAP. Over that same period of time, College students have created tens of thousands of additional MAPs.

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 AVID's high engagement teaching and learning strategies. AVID for Higher Education is a model for student support and demonstrates the Counseling Services Division's dedication to providing comprehensive, timely, useful, and accurate information. According to the AVID for Higher Education Student Survey results: In fall 2014 and 2015, a research study conducted by Gibson Consulting Group, showed that those students who took courses taught using AVID strategies displayed higher percentages of retention of course content, skills and confidence, connection to peers and the college when compared to those students who took non-AVID courses. Analogous results were found between fall 2014 and 2015. [2.00 Tables]

Simply stated, students in sections with higher degrees of student-centered pedagogy and skill-building activities content are significantly more likely to feel that the course 1) improved their skills and 2) confidence that they will be successful in college. This information implies that instruction emphasizing research-based, student-centered pedagogy matters and resonates with college freshmen. Furthermore, when AVID-based content and pedagogy are present and student confidence levels are higher, students are more likely to make meaningful connections to other students in their classes; 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; behaviors which all indicate higher attachment to the college or university.

Disabled Students Programs and Services

Disabled Student Programs and Services (DSPS) 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 the College.

DSPS counselors conduct individual counseling appointments, drop-in appointments, and workshops. Special Services classes provide resources for strategies and success.

Newly hired DSPS counselors are trained intradepartmentally in the process for verifying disabilities, providing appropriate education accommodations, and understanding 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 as well as support for academic and disability-related challenges.

EOPS/CARE and CalWORKs

The EOPS/CARE and CalWORKs Program provide academic, career, and personal counseling to support student development and success. The Extended Opportunity Program and Services (EOPS) at the College is committed to the 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. This 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 course completion. This plan is not just a list of student course requirement. The plan is approved, with a signature, by both the counselors and the student. Furthermore, the EOPS/CARE and CalWORKs Program require that all counseling session be documented. This 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 must have also 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 and CalWORKs part-time counselors to assure that they are trained in the College's EOPS/CARE and CalWORKs policies and procedures. Part-time counselors are also highly encouraged to attend Friday institute counseling training.

In addition, EOPS/CARE and CalWORKs counselors attend CSU, UC, and private university counselors conferences to stay abreast of any changes that are occurring in the universities' admissions policies or articulation agreements. Counselors also attend an annual EOPS

conference to assure that they stay up-to-date with any changes that are occurring with EOPS/CARE across the state. All EOPS/CARE counselors are highly trained in the use of MAP. EOPS/CARE and CalWORKs students review their MAP regularly with their EOPS/CARE counselor.

Once admitted into the EOPS/CARE and CalWORKs programs students participate in mandatory EOPS/CARE and 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; the 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 the length of counseling appointments from 30-minutes to 60-minutes, SSSP encourages students to participate in personal development activities. In-person advisement has been reinstated and is available to all College students. In addition, four full-time counselors have been hired, and SSSP is proposing to hire an additional three full-time counselors with preference for those counselors able 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 and e-SARS, and additional online modalities are being explored. Counselors are mobile and provide services in high traffic areas, such as the Learning Resource Center and Library and the campus quad.

In an effort to help students make more informed decisions regarding withdrawal, the Talk Before You Drop counseling campaign has scheduled information booths across campus several weeks before the final class drop date. MAP Workshops are held each semester; students nearing the criteria for a Comprehensive Plan hold are sent a digital reminder to complete a MAP using Sherpa 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 **S.T.E.P.S.** Veteran students also receive additional targeted counseling.

The steps being taken to increase the utilization of advisement includes intrusive advising, where counselors and student success mentors contact students in a variety of ways: Sherpa nudge emails, 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 an improved student portal; each time a student logs in to their portal, they will see where they stand toward SSSP services completion, their units earned, their GPA, prerequisites, and how close they are to completing their intended educational goal.

Additional Counseling Services include:

- 60-minute counseling appointments
- Walk-in counseling appointments daily, 8:00 a.m. to 6:45 p.m.
- Online counseling appointments
- Weekly MAP Workshops
- Weekly small group, in-person advisement sessions (provided Saturdays, too)
- Spring semester Freshman Advantage Fridays (22 sessions)
- Week of Workshops (WOW) in August and January for students seeking to enroll last minute for the upcoming semester
- Mobile counseling in divisions, departments, the cafeteria, library, and student quad.
- College counseling appointments at local, feeder high schools in the spring semester, scheduled after the Counseling 100 class.

The probation process at the College consists of intrusive, direct counselor-student contact. In addition, a PB hold is placed on registration for students identified on 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 plans for getting off of 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 lack of academic success.
3. Create strategies that allow students to improve their academic standing.
4. Identify campus resources available to help students stay off probation.

A new proactive process to be implemented in the 2015-2016 academic year will send email messages to students with GPAs between 2.0-2.2. These messages will inform students of the consequences of falling below a 2.0 GPA and provide information on various student success resources (the LRC and other support centers) on campus.

District research monitors an ongoing probation report on College students. Using a student identification number, students' progress can be monitored as they work their way off of academic and progress probation.

Students are placed on dismissal after three consecutive semesters (not including summer) of probation. Students who are dismissed must take leave for a semester before they are able to submit an appeal for readmission. Once these students return, they are required to meet with a counselor and draft a plan for re-applying. The Academic Appeals Committee meets weekly to review each of the appeals. This committee is led by the dean of admissions, records and enrollment services and the dean of counseling, and is composed of both counseling faculty and instructional faculty.

Transfer Center

Counseling in the Transfer Center is conducted by the transfer center coordinator/counselor and by part-time counselors who are generally trained in counseling 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 Teacher Preparation Pipeline programs

The information provided to students and the policies the Tutoring Center interprets are dynamic and dependent upon a given student's transfer goals and transfer campus. In many cases, the College's students apply broadly to many campuses and systems, a method which increases their chances for admittance. For this reason, counselors in the Transfer Center must 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 counselor stay abreast of articulation agreements in order to appropriately advise students.

The coordinator/counselor meets weekly with the staff and counselors of the Transfer Center for training and updates. The coordinator/counselor also participates in monthly Region 8, Transfer Center, and 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 in, and have funding available to attend, the annual CSU Counselor Conference, the UC Counselor Conference, the UC Ensuring Transfer Success Conference as well as other campus-specific conferences, such as the CSULB Counselors' Conference and the annual UCI Counselor Conference. Transfer Center counselors also take students on tours of local campuses which provide first-hand experiences to share with other students.

New counselors are mentored by 1:1 training with the coordinator/counselor, during which 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—such as webinars, reading materials and websites—for counselors to maintain their knowledge and keep 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, to discuss these issues, and provide resolution and sharing of knowledge. Because all counselors cannot attend every professional development opportunity 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 for transfer, 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 and certificates as well as planning for 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 a 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 Profiles 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.

VETS

The VETS Program 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, veteran 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. The program has also developed counseling and other support services in an online format based on individual student need. Adjustments and modifications are made often to ensure that student veterans receive timely and accurate online support wherever they may reside.

ANALYSIS AND EVALUATION

The College provides comprehensive services at each step of the students' progress toward their academic goals. Counselors and advisors meet regularly to keep updated on academic requirements, graduation transfer policies, and other training to ensure student success.

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, Admissions, 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. The College Catalog, available online, outlines admissions criteria.

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 health occupations. The Associate of Science in Nursing Degree is an example of a program with specific admissions criteria. 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 and 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 online at any time, allowing DE students to stay as informed of 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. Undecided major workshops, career/personal counseling, and additional forms of support assist students who have not yet chosen a major.

Disabled Students Programs and Services

DSPS counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals. These counselors utilize a variety of resources which include MAP, assessment and development of employment skills, and opportunities for disabled students with academic challenges to consider a variety of exit points that may include noncredit pathways. In conjunction with other support services and community agencies, DSPS is currently preparing other pathways for this population to transition to employment.

EOPS/CARE and CalWORKs

Using My Academic Plan (MAP), EOPS/CARE and CalWORKs counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals. All possible pathways are communicated to a given student during their counseling appointment and then transferred onto the student's MAP.

Transfer Center

Counselors in the Transfer Center help students to choose their transfer pathway using ASSIST,

MAP and four-year institution websites. Counselors encourage students to complete an AA, AS, AAT or AST degree and CSU, GE or IGETC Certification (as appropriate) prior to transfer and show students how they can best utilize the courses they have already taken toward earning a degree. This is done through appointments and walk-ins as well as advising tools such as MAP, Associate Degree for Transfer 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 include a degree, certificate, and/or transfer. The College works on and off campus with students to help them meet their goals. Students are provided information about each program in various ways including, print, online, and face-to-face communication.

CTE Pathways

The College provides disclosure information for each of its state-approved Career Technical Education (CTE) certificates. The College 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 program webpages and on the College website, a site which also 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. This grant will focus on three primary industry sectors: advanced manufacturing/engineering, healthcare/biotechnology, and information/communication technology/digital media. OCCPP is led by the College and the Orange County Department of Education (OCDE) and is the first countywide consortium to include 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 Pathways Showcase took place bringing together high school students, college students, and industry 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 Transitions

CTE Transitions is a program designed to connect several educational organizations by means of formal articulation agreements. The Carl D. Perkins Career Technical Education Improvement Act (Perkins V) funds CTE Transitions at the College. The program allows high school and regional occupational program (ROP) students to take college-level courses that articulate with the College. Once the student transfers to the College, they will not be required to repeat courses that have been articulated. Currently, there are 119 articulation agreements, which cover 18 different subject areas, in our regional high schools. Starting in fall 2016, the Career and Technology Education Management Application (CATEMA) system will track students from high school to college or to the workforce. CATEMA provides a web-based program that can track enrollment, student completion, and employment outcomes. Initially, the funding for CATEMA will be made possible by the California State Chancellor's Office.

K-12 Outreach

The College has expanded outreach activities to all high schools in the area, and has 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, the College had begun developing the High School Partnership Program (HSPP), and in 2013 the College signed a memorandum of understanding with the CUSD and SVUSD. The HSPP seeks to improve postsecondary performance and increase enrollments by establishing a 360-degree partnership between the College, students, parents/guardians, and high schools that will help students prepare for success after high school. In support of the HSPP, the College 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 toward a better quality of life. After the passage of AB86, and a year-long assessment, the College, in partnership with SVUSD, took on the administrative role of Adult Education courses in noncredit ESL, citizenship, and high school equivalency (HSE), and noncredit 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 includes the following colleges and school districts: Saddleback College, Irvine Valley College, 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 workforce investment boards, library literacy programs, Orange County Job Corps, and Orange County Department of Education. Many of the courses offered through the Adult Education program will lead a given student on their path to the College.

English Professional Learning Council

The English Professional Learning Council (PLC) began an intersegmental program in 2010 by reaching out to colleagues who teach English in area high schools, aligning curriculum, sharing teaching strategies, and working to better prepare high school students for a successful experience at the College. The 2015-2016 PLC project placed the College's English instructors in high school English classes, where they discussed the College's curriculum, matriculation process, and support services designed to 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.

As a result of the changes in Economic and Workforce Development (EWD) over the last decade, the College has made a concerted effort to evaluate its role in the region vis-à-vis technological advances, globalization of markets, and demographic changes. A taskforce comprised of faculty, staff, management, and community developed the College's *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 the College's EWD program is that "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

The 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. This initiative will provide students a pathway to six of California's most prestigious undergraduate universities and their affiliated law schools. The first group of students entered the program during fall 2016.

The Community College Pathway to Law School 2+2+3 Initiative (CCPLSI) is an unprecedented program created to enhance opportunities and advancement in the legal profession for diverse populations, particularly those populations that 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 nontraditional 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 the College while completing their general education requirements and the CCPTLS curriculum. They will then receive special recognition for transfer to one of the participating undergraduate institutions to complete their bachelor's degree and again when they apply to a participating law school.

The following are 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 Dinkler 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.

The program benefits include:

- 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
- Saddleback College 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 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.

TPP students receive support in the following areas:

- Academic transfer counseling specifically for teaching pathways
- Assistance with volunteer or internship placement
- Transportation to teaching conferences, university campus tours, and science-related programs

Health Science and Human Services

The Division of Health Science and Human Services at the College is a model of CTE programming, student success, and EWD working together to provide students career opportunities. Faculty mentors advise students on pathways to certificates, degrees, or transfer. The division has created several pathways to ready students for high-demand jobs.

In 2013, the College was awarded a \$2.75 million Trade Adjustment Assistance Community College and Career Training Program (TAACCT) grant funded by the United States Department of Labor. The grant's primary goal is to enhance current allied health career training programs and develop new programs in response to the changing health care industry. Through this grant, the division has 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

Health Information Technology (HIT)

The HIT Program incorporates the disciplines of medicine, management, finance, information technology, and law into one curriculum. Due to 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 changing and growing demands in the health care industry.

In 2009, the Health Information Technology for Economic and Clinical Health Act (HITECH) was signed into law. The goal of this new law was to improve healthcare delivery and patient

care through Health Information Technology, an online environment. This law caused rapid change in the field and created a void of qualified employees. As a result, in 2010, the College 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. However, in 2014, the HIT Program became a standalone program and reduced the total number of required units to 46. In March 2013, the program received accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

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. These programs are designed to educate and train students for careers in the treatment of substance use disorders, mental health, and the 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/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. This certification is required by the State of California for individuals who wish to practice in state-licensed alcohol and drug treatment facilities. The Human Services faculty are dedicated to supporting student academic and career success and providing guidance and support throughout the program. Information on the various pathways are both 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 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 College's Human Services Department and the Associated Student Government will sponsor the 26th Annual Red Ribbon Resource and Career Fair on October 26, 2016. The Red Ribbon event is attended by community partners and agencies that 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 1985 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 Health Resources and Services Administration (HRSA) FY 2016 Behavioral Health Workforce Education and Training for Paraprofessionals and Professionals 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 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 College's Nursing Program is highly successful and is respected both locally and nationally. The Nursing Program is consistently ranked in the top 10 percent of all nursing programs in the United States, and is often in the top five percent. The faculty are dedicated, competent, compassionate, and creative nurses committed to the scholarship of the discipline. The Nursing Program prepares students for entry-level practice in nursing.

The Nursing Program currently has articulation agreements with nine universities that result in a bachelor's degree in nursing. The College also has agreements with two universities where graduates can continue on their education to obtain a master's degree in nursing. In addition, the College offers dual enrollment programs with CSU Fullerton (CSUF) and Vanguard University. Typically, 15 to 20 percent of nursing students are dually enrolled by the time they graduate from the College.

2+2+2 is a new program in development. This program provides seamless articulation from high school to the College to CSUF (Irvine Campus) and provides students 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 identify as early as their sophomore year in high school. In their junior and senior years, high school students will complete prerequisite classes for the associate degree in nursing. After completing the two-year nursing program at the College, participating students will transfer to CSUF (Irvine) and complete their BSN requirements in the last two years of the program.

Emergency Medical Technician

Due to changes in EMT training at the national level, the College's Emergency Medical Technician (EMT) program was modified in 2012 from a 6-unit program to a 12-unit program. The program changes were accepted by the National Registry, and the program was reaccredited in 2022. An unforeseen consequence of the restructuring of the program was a decline in enrollment. This decline was due to the increase of required 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 percent, which qualifies student to take the National EMS Certification examination.

ANALYSIS AND EVALUATION

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 the College supports the open access mission of the community college. The College defines and advises students on clear pathways to help facilitate completion of degree, certificate, and transfer requirements. Information on certificates, degrees, and transfer pathways is available to students on the College website and in Counseling Services.

OBSOLETE

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 BP 5604, Admissions, 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, the College does not offer a fully online degree program, so no separate measures are used in admissions for online students.

In March 2016, Matriculation began using NCTA to administer matriculation/assessment tests to students in remote areas, a process that enables students to take tests without coming to the College. As of fall 2016, approximately 35 students have used this service. Students can learn about this option by contacting the Matriculation Office by phone or email.

The majority of students apply to the College using the (CCC Apply). Paper applications are also available upon request from the Office of Admissions and Records.

The application complies with legal and practical reporting requirements for the gathering of student demographic information. Since contracting with CCCApply, the application has been modified to capture relevant data, such as veteran information. Bilingual support is offered by phone, by email, or in person through the Office of Admissions, Records and Enrollment Services. The office lobby was recently modeled to provide ten internet-based computer workstations and printers for students to use for the online admission and registration processes.

As a part of the enrollment process, new students are assessed for placement in ESL, English, mathematics, and reading. 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. The 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's English Department and OPRA conducted an internal validation to begin using a computerized version of CTEP for English and reading course placement. CTEP was already being used within the District, as CTEP was the placement test IVC faculty had validated. Additionally, Saddleback College and Irvine Valley College share prerequisite tokens within the student information system, MySite, permitting ease in cross-enrollment. The transition from Accuplacer to CTEP was relatively seamless. Third-party providers designed all of the College's test instruments.

New students are assessed for placement in ESL, English, mathematics, and reading as a part of the enrollment process. 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.

The 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 Office of Planning, Research and Accreditation. 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 electronically into all placements.

The College is a pilot school for multiple measures and has begun the conversion 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 effect on our disproportionately impacted students.

All placements are accepted Districtwide as long as the placement courses are equivalent between the colleges. Colleges outside of the District must provide the same exams as the College to be accepted; additionally, students must turn in a full score report showing exam types, exam levels, and raw scores for every exam and placement. The College does not accept any placement test results from adult education programs. The College campus community eagerly awaits the new Common Assessment.

Re-test policies are explained verbally to every student when they leave the testing center. In addition, 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 ten-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 two to four 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, the College administered over 2,000 grit or self-efficacy surveys to students during the assessment process. After fall 2015 grades are received, a comparison will be made of a student's grit score (the number on the grit scale that indicates perseverance and passion for long-term goals) to their actual class completion. The hypothesis is that a student's grit score will be one predictor of their success in the classroom. This type of student information combined with predictive analytics will help the College provide more intrusive counseling to students at risk. A more comprehensive report on this study will be provided in the 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 students.

In spring 2014, the English Department and OPRA conducted a validation on the CTEP Assessment instrument. These reports are kept on file in the SSSP/Matriculation Office and the District Research and Planning Office. Reports were prepared by the English Department chair and the district researcher.

Steps being taken to improve access and increase the availability of assessment to help meet the needs of first-time students include offering more evening and Saturday testing sessions and increasing the number of off-campus testing sessions. The most significant effort to provide greater access, however, will be the forthcoming opportunity to direct 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 in 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 College's Student Success Committee.

Students who receive a recommended placement in a basic-level 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 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 or online at www.saddleback.edu/matriculation.

Mathematics Challenge Process

A student who seeks placement in a higher-level mathematics course than resulted from their assessment exam must turn in the High School Math Challenge Form and a copy of their high school transcript (not report card) 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.

Mathematics Appeal Process

A student who seeks placement in a higher level mathematics course than resulted from the usual assessment process, and who has been denied placement from the Math Challenge Process, may complete an Appeal Petition in the Mathematics, Science, and Engineering Division Office. 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.

Common Assessment Initiative

The College is currently a grant partner in the third of a five-year statewide grant for the Common Assessment Initiative (CAI). This grant will total approximately four million dollars over those five years. With a primary focus on professional development for the CAI, the College's 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 College team members (including faculty, staff, researchers and administrators) and the College grants office. Furthermore, over the past three years, the College's team has remained responsive to the project plan and needs of the state's colleges while engaging with other grant partners from Butte College, Cal-Pass Plus, and Educational Results Partnership to update, assess and evaluate outcomes for the Common Assessment Initiative Grant. 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 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 as well as 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 the College, including department chairs, matriculation and assessment staff, faculty, and administrators. The MMAP ties directly 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 College team members which

emphasize the College's 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 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 as well as comparisons for placement with the former test and multiple measures. These studies of student outcomes, conversations and acts of collaboration led to many changes in 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 Level Up Basic Skills and Student Outcomes Transformational Basic Skills Grant, for which Saddleback was awarded 1.5 million dollars.

ANALYSIS AND EVALUATION

The College admissions and placement policies and practices are tied to Board Policies and Regulations and California Community College Chancellor's Office reviews. The College complies with the standards for admission required by California Education Code, Title 5. The admission application is free and may be submitted electronically using the online application system, in-person, or via postal mail using the paper application form. The College regularly establishes the effectiveness of placement instruments via rigorous validation studies, and ensures that issues of effectiveness, consistency, and potential for bias are addressed.

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 BP 5615, Student Records, Compliance with Family Educational Rights and Privacy ACT (FERPA). In the Admission and Records Office, student records (for example, residency reclassification and academic petitions) are maintained permanently and securely in fireproof filing cabinets. These documents are also scanned and are purged according to retention requirements for class three disposable records. In addition, electronic student records are secured via the ImageNow and MySite systems. The District SIS database is the primary repository for electronic student information. District IT backs up 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 copies of College student 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 gain access through the use 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 this server is backed up on a nightly basis. During 2012-2014, 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 numbers to protect their privacy and the security of their Social Security numbers. A student may change his/her password by selecting "Forgot my Pin" in the MySite landing page. The student then enters a Username or Student ID number. The Student is then prompted to answer the Secret Question he/she created. If the answer is correct, the student may enter a new Pin Number. Students can access their 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 Admissions and Records Office. The College adheres to strict confidentiality standards, Title 5 and the Family Educational Rights and Privacy Act of 1974 (FERPA). Furthermore, all student services offices follow state and District mandates. The College publishes information on the requirements for the release of student records in the College Catalog, Financial Aid Student Handbook, the Student Handbook, and on the College website. The release of student records is in accordance with FERPA and District guidelines. Staff members participate in 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.

ANALYSIS AND EVALUATION

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, et al. Students can access their own records via MySite; using their unique ID and password, students can gain access to 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.

OBSOLETE

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 for all full-time faculty [IIIA-1] [IIIA-2], part-time faculty [IIIA-2a], classified personnel [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

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 information 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

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 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 demonstration 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 CONE 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

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 through 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

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 nullified). 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.

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 filled 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.

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 53420 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 of 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 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.

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. (IA-16)

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

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

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 follow 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].

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 process must be 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 issue. 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

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 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.

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, *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.

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 leaders to 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

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 BP 209, 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

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.

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 5.5 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 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

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 map, academic calendar, and the faculty employment agreement [IIIA-39].

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-10]. 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, Pennis-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

[IIIA-41]. This oversight, 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 recognized 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 operation 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.

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		15	9	7	9	60
Saddleback College	51	139	12	95	58	113	577
Academic Administrators	2	5	9	2	2		20
Classified Administrators and Managers	5	6	2	5		10	28
CSEA	29		64	44	25	51	273
Faculty CTA		66	44	43	31	50	249
POA		2	2	1		2	7
Grand Total		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.

- 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.*

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 purpose. 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

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 [BPARC- 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.

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 the capacity of EEO representative on hiring committees [IIIA-45].

In addition to board policies and administrative regulations, many personnel rules 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

[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 a 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 policies 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].

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

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

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 local 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, local policies, and administrative regulations." The goal is for the recommendation 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 through 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*

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 through 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, if 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.

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-7]. Currently, funding supports up to \$1,200 for full-time faculty and \$600 for part-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

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].

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 outcome 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

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 and 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 make 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

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](#)

[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. 42-43.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 XVI, pg. 44-51.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](#)
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[IIIA-31 – Administrative and Classified Leadership Evaluation Form.pdf](#)
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[IIIA-35 – District Administrator & Manager \(DAM\) Meeting PowerPoint](#)
[IIIA-36 - Full Time Faculty Obligation Memo 2011.pdf](#)
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[IIIA-39 – Part Time Faculty New Hire Orientation.pdf](#)
[IIIA-40 – Faculty Development Funding.pdf](#)
[IIIA-41 – Board Policy 4310.pdf](#)
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[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](#)

[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](#)
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[IIIA-61 - Board Policy 110.pdf](#)
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[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 Committee.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 Committee.pdf](#)
[IIIA-78 - Academic Master Agreement, 2013-2014, 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 WORKSHEET TRAINING SITE **STILL NEED EVIDENCE](#)
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[IIIA-93 – Administrative Regulations 3310 Records Retention and Destruction.pdf](#)
[IIIA-94- Records Retention Manual.pdf](#)

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 use to evaluate the sufficiency and safety of its facilities when considering renovation, department relocation, or the building of a new facility are based on research, consultation, committee approval, and appropriate planning. The College supports and integrates college wide facility needs into its planning processes, including the College strategic planning process and the education and facilities master planning process. The College, thus, uses appropriate planning documents when addressing the needs and safety concerns of its facilities, such as the Educational and Facilities Master Plan (EFMP) [IIIB-1], the Facilities Condition Assessment (FCA) report, [IIIB-2], and the Five Year Construction Plan [IIIB-3].

The EFMP, which was last completed in 2011 and is currently being updated, provides a blueprint for the College and District through 2031 and serves as the basis for facility expansion and modification decisions and the implementation of expenditures provided to improve facilities. The EFMP includes five-, 10-, and 20-year time horizons. Each year, a Five-Year Construction Plan, derived from the EFMP, is updated and submitted to the CCC Chancellor's Office. This prioritized list of projects for the entire district is developed by the district Facilities Planning Office with input from the presidents of both colleges. The 20-Year Funding Plan for Saddleback College Facilities and Schedule Maintenance identifies the College's scheduled maintenance, renovations, and capital projects.

Since the last accreditation self-evaluation, the District and College have 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 now either complete or nearing completion. Since 2010, \$134 M has been allocated to Saddleback College for facilities upgrades through the basic aid allocation process [IIIB-4].

Facilities planning is integrated into the districtwide and college strategic planning processes. The College participates in the District-Wide Strategic Planning Council whose purpose is to coordinate all district-wide planning [IIIB-5]. The college's Six Year Strategic Plan process was informed by various data sources [IIIB-6] including the Facilities Maintenance and Operations Department Administrative Unit Reviews (AUR) [IIIB-7] and safety inspection reports

as commissioned by the Facilities Maintenance and Operations (FMO) management team [IIIB-8]. The Facilities Condition Assessment report of 2015 [IIIB-2] was a result of an integrated planning process to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

The Facilities, Maintenance, and Operations Department (FMO) at Saddleback College regularly reviews these plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities, including online education needs. The plans provide direction to guide development of physical resources to accommodate student enrollment and student use of facilities for all of the College's educational programs. For example, in 2014 the college created 613 temporary parking spaces to address the college community need for additional student parking. **ALSO ADD SCIENCES BUILDING AS AN EXAMPLE.** In addition, the College president, the President's Executive Team (PET), and the senior director of facilities review proposed academic program plans and the Facilities Master Plan to ensure they are integrated and congruent.

The FMO Department is also responsible for the maintenance of all campus facilities to ensure compliance with District and College plans, to ensure a safe, secure, clean, accessible (ADA-compliant) 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. While the senior director of facilities is the main point person to handle facilities concerns during normal business hours, the College also has an evening and weekend administrator program [IIIB-9] through which administrators and deans take turns serving as the point person in the evenings and on Saturdays to handle problems that arise, perform safety checks, and document and report facility concerns.

The College meets its facilities needs by assessing usage data and conducting evaluations and surveys to ensure the maintenance and safety of all campus buildings. Critical to this success are the monthly reports generated by the Advanced Maintenance Management System (AMMS) [IIIB-10]. The AMMS program allows users to track safety issues and emergency repair work. The user can track work that is performed in each building, who performed the work, and the duration of the project. The AMMS system can also help determine how timely work requests are completed and electronically maintains all records of past work orders. This information is useful in planning work schedules and evaluating staffing requirements.

The senior director of facilities 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. 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. In addition, through the program review (PR) and administrative unit

review (AUR) processes, described in I.x.xx above, each instructional program and student support and administrative unit selects and prioritizes needs to be supported through the resource allocation process. This includes funding for new facilities, equipment, and technology.

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. A number of upgrades have taken place to improve this program in response to needs identified by the program. In 2015, for example, the College installed a new building to house the radio transmitter and antenna [IIIB-11 MJ/RM EXAMPLE OF THE PROCESS INCLUDING PROGRAM REVIEW, REQUEST, PRIORITIZATION, AND FUNDING]

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 dean or vice president for instruction resolves any issues. If a site proves to be unsatisfactory, that site will not be used again. The College supports the use of off-site classes only when the location chosen meets student needs and on-campus classes are not adversely affected.

Safety

Annually, the Risk Management Department, with input from Keenan & Associates, reviews and updates the District's Injury and Illness Prevention Plan [IIIB-9]. The College's facilities staff also participates in monthly on-the-job safety training [IIIB-12]. The District property and liability carrier, Keenan & Associates, conducts annual inspections (State Wide Association of Community Colleges, SWACC) [IIIB-13] 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. Consultation with the units of Disabled Students Programs and Services (DSPS), and the Campus Police ensures that the College provides safe ingress 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 ADA Transition Plan Consultant, Cordoba Corporation, began surveying of all campus buildings and exterior pedestrian pathways in March 2016 to identify barriers to accessibility. All surveys were complete by August 2016. The results of the surveys were entered into a database for analysis and tracking purposes. The issues identified as non-ADA compliant have been prioritized and costs for correction of the items have been estimated. The means of correcting the identified issues vary between adjustments and repairs by campus maintenance staff, repairs and reconstruction by contractors and inclusion into future building

renovations. Funding sources will vary as well [IIIB-14 MJ ADA TRANSITION PLAN DOCUMENTATION PENDING].

It is currently the intent of the District to develop an achievable twelve-year execution plan. The Transition Plan is scheduled to be complete in fall 2016 and will continue to be a tool for analyzing, prioritizing, scheduling and monitoring ADA compliance in the future.

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, a participatory governance committee composed of classified staff, faculty, and administrators, ensures that the College complies with established safety standards. The College also has a silent witness program to ensure and maintain safety campus wide [IIIB-15].

Be Safe

The Saddleback College Police Department has researched, purchased and implemented a proactive emergency response system. This new program, called "Be Safe," is a very powerful data-driven tool that will increase our ability to maintain a safe campus and effectively respond to emergencies.

"Be Safe" provides police, fire, swat, and other emergency teams with accurate and detailed information on floor plans, building demographics, and many other unique features of the campus. This program provides emergency teams and administrators with up-to-date information about any facility on the Saddleback College campus. In the event of an emergency, this information is instantly accessible, thus allowing critical decisions to implement strategies to protect life and property to be made quickly and effectively.

"Be Safe" is a proactive system and it facilitates clear communications among College resources and emergency first responders with critical information about the entire campus. This system engages and integrates students, administrators, and emergency response teams and supports Emergency Services and FMO Space Inventory [IIIB-16].

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. [IIIB-17 SADDLEBACK PIO TO PROVIDE – STEPHANIE OR JENNIE MCCUE].

CISCO AlertMe System on VOIP

The Cisco AlertMe System, or Informa Cast, is a mass broadcast and notification system that can be used by Saddleback College Police Department personnel to push immediate voice and text

messages to every telephone on campus. The voice-alert messages automatically sound on the telephone's external speakers, and the accompanying text message appears on the telephone's LCD display so the device receiver does not have to be picked up to receive these messages. In 2007, the CISCO AlertMe System proved very useful and helpful in facilitating the real-time evacuation of the campus when smoke from wildfires caused unhealthy air quality campus-wide. AlertMe has also been used to conduct building evacuations during fire drills and in other scenarios conducted by the Saddleback College Police Department and local law enforcement agencies in exercising mutual aid protocols and emergency response procedures [IIIB-18].

College Police Department Equipment Upgrade

The Saddleback College Police Department 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 also 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 Peace Officers Standards and 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 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. [IIIB-19].

Video Camera System with Access Control Integration

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 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 provide 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

A program to train administrative, faculty, and staff for emergency situations via table top exercises has begun. 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 their 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 have 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.

Evaluation of Facilities

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. The results of the most recent employee survey are summarized below [IIIB-20]. Issues that arise unexpectedly are reported on the AMMS maintenance work order system and are addressed in a timely manner.

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 and surveys.

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 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.

ANALYSIS AND EVALUATION

The College has numerous plans and procedures in place to effectively manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. The College planning processes are integrated and are used to identify facilities needs and strategies for accomplishing those needs.

The Advanced Maintenance Management System (AMMS) is a 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 purchased an \$11,000 AMMS upgrade in fiscal year 2015/2016 to increase the effectiveness and efficiency of the system and improve our ability to meet the needs of the College. Some of the new features in the upgrade include enhanced login and approval options, an improved scheduler function, ability to attach files, new reporting options, etc.

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.

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 and instead relies primarily on excess property tax revenue above apportionment to fund facilities, referred to as basic aid funding and described in III.D.1 below. 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 Capital Improvement Committee (CIC). This participatory governance group makes recommendations on major districtwide facilities and related matters [IIIB-21]. CIC is now able to utilize the Facility Condition Assessment report (FCA) to inform its recommendations for facilities funding for the College [IIIB-2].

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 and using 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 such as lab, classroom, and office space. An enrollment projection by discipline was established and then a long-term capital plan was developed to meet student needs by discipline. This plan projects out building needs to 2031, and breaks down implementation into three phases. The District and the college are scheduled to update the plan within the next year.

The Facilities Condition Assessment (FCA) report was originally completed in October 2015 and updated in February 2016. A FCA describes a physical evaluation of the existing condition of a facility and its systems. The report includes building systems; i.e. roof exteriors, plumbing, HVAC, etc., building components; i.e. chillers electrical panels, pumps, etc., equipment inventory; including photos and data, preventative maintenance schedules; and infrastructure. The findings are used with predictive cost models to estimate current and future funding requirements.

It is the responsibility of the College and District Facilities Departments to provide direction and oversight for facilities planning and construction. When planning building renovations and construction projects, the facilities departments review the Education and Facilities Master

Plan as well as the FCA report. These items are prioritized and referenced during the annual cycle for requesting funding.

If a project is included in either these plans then project proposals are submitted and evaluated through participatory governance groups such as the Capital Improvement Committee and the Basic Aid Allocation Resource Committee (BAARC) 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 the College's Strategic Plan. The institution and the FMO Department have been engaging in results-oriented planning processes on an on-going basis.

College plans for scheduled maintenance upgrades are developed by the College's Safety and Facilities Committee. As a first step, the Committee reviews the College's Strategic Plan, including its mission and vision, to ensure that the physical needs of all the College's programs and services are being met. Budget planning for physical resources is accomplished through integrated planning; needs identified through PRs and AUR that are in alignment with the college's strategic plan support budget requests for physical resources.

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 through the College Resource Committee process. The FMO department also incorporates college physical resource needs into its own Administrative Unit Report with input from the professional trades and crafts experts on staff.

An FMO project in [IIIB.12] 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 FTE ratio. Labs are maintained and used based on classes and lab integration. The physical condition of College facilities used by students, community education program, and the surrounding communities creates an environment conducive to an effective learning experience, as evidenced by student and staff surveys.

ANALYSIS AND EVALUATION

The College processes ensure effective utilization and the continuing quality necessary to support its programs and services to achieve its mission. The combined efforts of College planning and implementation by the FMO are effective and adequately meet the needs of students, faculty, and staff.

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 projected construction start in October 2017 and a scheduled completion date of January 2019, which is much sooner than was originally planned.

Funding new buildings, scheduled maintenance, and facility and site upgrades continue to be a significant challenge. Facility needs are well researched and documented in reports such as the Facilities Condition Assessment Report, but the unfunded scheduled maintenance needs for the college remain high. The College will continue to work through the RFP process to develop a comprehensive funding plan to address these needs.

Equipment and technology has been well funded. Funds for technology have been allocated to the College through the basic aid allocation process, and regular annual allocations have allowed the College to aggressively fund technology on campuses.

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

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.

EVIDENCE OF MEETING THE STANDARD

The College primarily assesses the effectiveness of its facilities in supporting the College's program and services through PR and AUR. Every two years, each PR and AUR is required assess its physical resources and to complete a needs assessment. Facilities needs identified through the PR and AUR are prioritized for funding on an annual basis through the resource

allocation process led by the College Resource Committee (CRC). Long-term needs for facilities, including type and size, are assessed at the program level, and are utilized in the development of future education and facilities master plans.

The Safety and Facilities Committee also evaluates requests from the PRs and AURs and establishes a prioritized list of projects. The CRC integrates the prioritized lists from each area (e.g. facilities, equipment, staffing, technology, and other) into a consolidated list.

Evaluation of facilities is also done within areas and divisions. For example, on a regular basis student services, with input from each of the ten managers reporting to the vice president for 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 and then with PET. This evaluation has resulted in improvements such as the mutual usage of space by compatible programs, the moving of programs to more adequate space, the moving of programs due to necessity in a remodeling process, and better usage of space to improve service to students. While many of these improvements are short-term, the identification of facility needs for delivering student services is integrated into long-term plans, such as the construction of the Gateway Building, which is identified on the EFMP.

PRs and AURs are 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 PRs and AURs. 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. PRs and AURs also inform longer term planning through themes that are identified in the process.

The Equipment Committee verifies that the reviews have been completed for each request, and priority is given to those requests with a documented need identified during the PR/AUR 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 replacement needs. The Committee meets annually to review and revise the Technology Plan based in part on needs requested through the PR/AUR process.

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 College has multiple ways in which physical resource needs are planned and evaluated. The first step is identifying the needs of each instructional program and student support and administrative unit through the PR/AUR processes. The Facilities Committee, the Equipment Committee, and the Technology Committee as a whole represent the participatory governance

process at the college, and they do an effective job of prioritizing these needs to best support all programs and services. For facilities projects of larger scope, an annual recommendation is provided to CIC identifying the projects that the College would like to see funded. This participatory governance committee, composed of representatives from both colleges and the District, then advance recommendations for capital outlay projects districtwide and include them in the district's annual 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 EFMP is the document that drives the building and major renovation of facilities at the College. This long-range plan is the result of an extensive, collaborative process that includes significant participation of College faculty, staff, administration, and students.

This plan identifies in detail all existing facilities by building and also addresses 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 vice presidents for instruction and student services and are supported by OPRA. This plan includes projected need for classrooms, laboratory space, athletic fields, student service space, office space, parking, and roads. The needs are prioritized and a phased plan was 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 significantly documented scheduled maintenance needs and struggles to meet those needs both from a funding and a human resources perspective. The 20-year Funding Plan for Middleback College Facilities and Scheduled Maintenance serves as an effective tool for documenting the scheduled maintenance needs of the College. This plan is referenced during the review for annual recommendations to the Capital Improvement Committee in accordance with the identified priorities.

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. District Facilities Planning professionals utilize a formula for new building construction that assumes the initial building cost is only a percentage of the total cost of ownership which includes maintenance and renovation needs. The College president, senior director of facilities, and the vice

president for college 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. 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.

Over the years, the College has taken a proactive approach to utility savings, energy efficiency and sustainability measures. In 2003, The College installed a 1.5-megawatt cogeneration plant that produces over 8.5 million kilowatt-hours per year. The heat generated by this process is then utilized to supply thermal energy to the College's swimming pool and its buildings. This process results in an annual savings of approximately 350,000 therms of natural gas. And 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, \$1.45 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. 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 spent \$30 million in scheduled maintenance over the past ten years [IIIB-22]. Realizing this is a priority, in 2009-10 the board made this a districtwide goal [IIIB-23]. This goal led to the development of a 20-Year Funding Plan for Saddleback College Facilities and Maintenance, and in the past year into the Facilities Condition Assessment report to 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; in this method, design and construction services are contracted by a single entity. 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 sustainability and intends to continue to explore sustainable alternatives, including the feasibility of LEED building certification and other 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 campus as appropriate.

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 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.

[IIIB-1 – Saddleback College Education and Facilities Plan \(EMFP\).pdf](#)
[IIIB-2 – 2016 Facility Condition Assessment \(FCA\) Report.pdf](#)
[IIIB-3 – 2017-2021 Capital Outlay Plan.pdf](#)
[IIIB-4 – Basic Aid Projects Expenditure History.pdf](#)
[IIIB-5 – District Wide Strategic Planning Council.pdf](#)
[IIIB-6 – Saddleback College Strategic Plan 2014-2020 Goals, Objectives and Steps.pdf](#)
[IIIB-7 – Administrative Unit Review \(AUR\) for Facilities Maintenance Operations.pdf](#)
[IIIB-8 – Example safety inspection report, Sidewalk Trip Hazard Repair Proposal](#)
[IIIB-9 – Injury and Illness Prevention Plan 2015.pdf](#)
[IIIB-10 – Sample AMMS System Report.pdf](#)
[IIIB-11 – Roxanne/Shouka to provide](#)
[IIIB-12 – Monthly-on-the-job safety training sign in sheets.pdf](#)
[IIIB-13 – 2016 SWACC Report Summary Risk Management.pdf](#)
[IIIB-14 – ADA Transition Plan - PENDING](#)
[IIIB-15 – Silent Witness Form.pdf](#)
[IIIB-16 – “Be Safe” program log-in screen.pdf](#)
[IIIB-17 – Blackboard Connect log-in screen](#)
[IIIB-18 – Cisco AlertMe \(Informa Cast\) System log-in screen.pdf](#)
[IIIB-19 – Safety Videos and Information.pdf](#)
[IIIB-20 – Saddleback College Employee Survey-Results-Resources ONLY \(2009 2012 2013\).pdf](#)
[IIIB-21 – CIC Committee Composition and Purpose.pdf](#)
[IIIB-22 – FMO Project List.pdf](#)
[IIIB-23 – SOCCCD Goals for 2009-2010.pdf](#)

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 categorized 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 Classroom Computers
- Open Access/General Use Computers

Telephones

- Adds, Moves and Changes
- Call Centers/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

- 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 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

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 week days. 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

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

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	15
Comm Arts Audio Lab (Mac)	Vil 507	25
Comm Arts Video Lab (Mac)	Vil 508	4
Digital Photography (Mac)	LRC 10	28
Digital Photography (Mac)	LRC 103	27
Lariat Newspaper (Mac)	LRC116	20
Faculty Center for Student Success (Mac)	BGS	3
Health Science (iPads)	HS 102	60
Subtotal:		308
CAD Lab (Windows)	TAS 215	31
IMC Lab (Windows)	BGS 148	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

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 drive, 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 development 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.

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

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 replaced 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

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 advanced 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 their 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

- 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 Block

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

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	Perseus Tutor
Psych Mania	Python	Protocols
QuickBooks	Reading Shape-Up	Solidworks
Soloist	SPSS—Statistical Analysis	TUKAcad
Vectorworks	Windows Operating System	Write It Right
ZoomText	ZXP Series Toolbo	Wireshark

ANALYSIS AND EVALUATION

Saddleback College has made significant investments in technology to provide up-to-date technological tools for all users 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

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

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

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 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

- 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.

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.

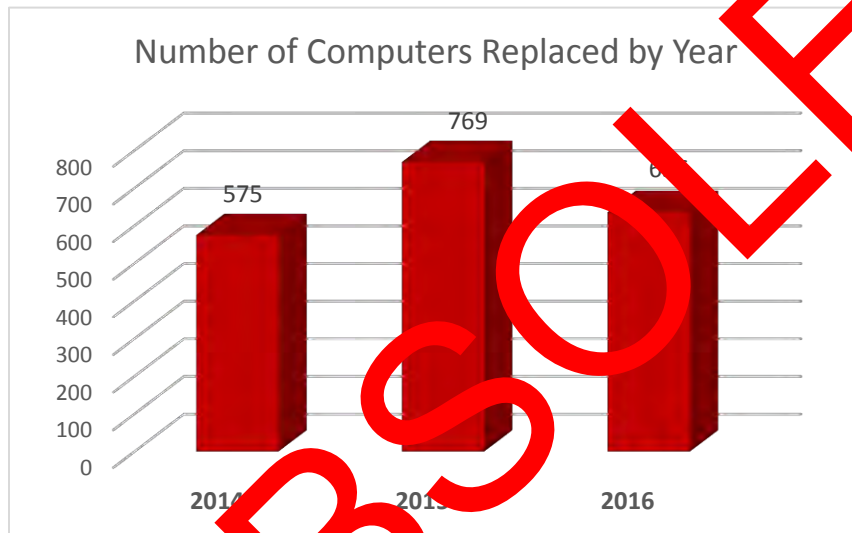


Figure 1. Number of Computers Replaced by Year

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.

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 rooms. 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,

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.

Saddleback has three levels of security. The College has two firewalls configured active-passive. The firewalls are the first line of defense guarding our institutional network. These firewalls are configured to protect our computer systems. The next level of system protection is the systems' anti-virus. Symantec is used at the local workstations and servers to act as the anti-virus protection. The College has also deployed a network access control system that assists in providing 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 IP switch 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 provides a high level of network reliability. Saddleback uses server virtualization technology and uses hardware redundancy to host these virtual servers. Server clusters with RAID are 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

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 flow chart 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 well as the SAQ (self-assessment questionnaire). Additionally, the District is currently working with TrustWave to finalize an SOV 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 at 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

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 IDF. 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 ITSS 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.

Professional Development Week

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

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 on-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 on-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

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 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. The 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 Kurzweil, a cloud-based reading software, and SmartPens, recording hardware, are provided to tutors on a regular basis. Moreover, ten SmartPens and three

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 scored 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 instructional 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 participating 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

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 2 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

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 then later 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 a request 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 capabilities, 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.

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.

OBSOLETE

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. This means that the District receives the money from local property taxes to fund its general operations rather than receiving money from the state. The board of trustees has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the Colleges. These principles and practices were developed jointly by the colleges in the District and are codified as BP/AR 3100, Budget Preparation, BP/AR 3101, Budget Management, BP 3101.5, Fiscal Management, and BP/AR 3110 [3.200] [3.207]. Basic Aid Funds Allocation Process. BP 3100 establishes the Budget Development Guidelines, found within each year's adopted budget [3.207], as the guiding principles used in budget development within the District. The guidelines were developed by the District Resource Allocation Council (DRAC) and are based on the board philosophy of supporting and following fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students, in accordance with the district's mission statement.

DRAC is a participatory governance council charged with making recommendations for the income allocation model on which the District's budget is based [3.219]. The model developed by DRAC and contained within the guidelines stipulate that the Colleges and the District be 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 primarily for onetime expenditures.

The process for the allocation of basic aid funding is delineated in BP/AR 3110. 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 and participatory governance representation [3.202], is responsible for making recommendations for the allocation of basic aid funds to the chancellor and ensuring that recommendations consider the other principles contained within the budget development guidelines., including the maintenance of at least a 7.5 percent general fund reserve.

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 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 complies 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].

In compliance with the budget development guidelines, 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 SOCCCD operates within a resource allocation model determined by the SB361 funding formula; by developing an operating budget in accordance with this resource allocation model, 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. 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 SOCCCD Educational and Facilities Master Plan (EFMP) [EVI], the 5-Year Construction Plan [3.268], the 20-Year Funding Plan for Saddleback College Facilities and Scheduled Maintenance Plan [3.214]; the Districtwide Technology Plan [3.215] [3.215a]; the 2014-2020 Strategic Plan [3.208]; and other college and districtwide plans. 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 (PR) and administrative unit review (AUR) processes; these funds supported facilities, technology, equipment, and other institutional needs.

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 are the basis for all financial planning and decision-making at the College. The College's strategic planning process begins with the review and revision of the mission and vision statements, and they form the foundation from which all strategic goals, objectives, and action steps 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 (SLOs) or Administrative Unit Outcomes (AUOs).

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 [3.21].

The PBSC oversees the implementation of strategic planning goals, objectives, 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 (PET), which includes 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.

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. PRs and AURs are conducted every two years by all instructional programs and student support and administrative service units of the College. These reviews are central to planning and allow for both short- and long-term planning. Additionally, PRs and AURs 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR (EVIDENCE CRC RESOURCE REQUEST TEMPLATE). The College resource allocation model process documents describe the role of PBSC, the college's various planning committees, and CC 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 PR or AUR as well as the college's strategic plan. After being extracted from TracDat by the Office of Planning, Research, and Accreditation (OPRA), each college "branch" (Instruction, Student Services, and Administrative Services) prioritizes the list. After the prioritized list is reviewed by the CRC, 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 CC, 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 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 College's financial planning process is, by necessity, flexible. Within those parameters, the

planning process is linked to the mission, the current strategic planning goals and objections and the EFMP.

Faculty have the most direct impact on students. Thus, requests for new faculty must demonstrate alignment with College mission and the strategic 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 the calculations and assumptions outlined in the DRAG Model and the district's adopted budget.
- 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 CC for reprioritizing goals and strategies.

Each spring, CC may reprioritize strategies based upon an 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 B-10, Missions, which requires an annual evaluation and, if necessary, revision [3.209].

At all levels College leadership is intimately involved in this process. An annual presentation is made to the board 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 related to budgeting are in the 3000 (Business) series. These policies, along with the Budget Development Guidelines discussed in III.B.1 above, 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 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. The 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 processes appropriate financial information is disseminated throughout the institution in a timely manner.

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

EVIDENCE OF MEETING THE STANDARD

Both the District and College follow clearly defined policies, guidelines and processes for financial planning and budget development. The district's budget is driven by the DRAC model and the basic aid allocation.

DRAC is the district wide participatory governance council charged with making recommendations for the income allocation model upon which the budget is based. It is charged with development and oversight of the allocation process for Unrestricted General Funds and makes recommendations to the chancellor. As described in III.D.1 above, 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 and 3110.

This Basic Aid Allocation process is implemented by the BAARC) which is chaired by the 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 districtwide plans such as the EFMP [ADD EVIDENCE LINK], the 5-Year Construction Plan [3.213], the 2-Year Facility, Renovation, and Scheduled Maintenance Plan [3.214], and the Districtwide Technology Plan [3.215] as well as the Districtwide Strategic Plan, college strategic plans, and college technology plans. BAARC recommendations for the 2015-16 fiscal year totaled approximately \$57 million [3.216].

PBSC reviews and monitors resources and makes recommendations to CRC for the college budget in accordance with the calculations and assumptions outlined in the DRAC Model and the district's adopted budget. PBSC and 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 2015-2020 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 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 PBSC and CRC. 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.

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 allocation of these resources is guided by District Budget Development Guidelines and the basic aid funds allocation process. BAARC projects available basic aid funding based upon a conservative estimate for property tax and student fee income minus the colleges operating revenues, 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 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 SP-3110 and SP-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 such as 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
- Planning and Budget Steering Committee
- 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. PBSC and 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 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 PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR.

PBSC, as its name indicates, reviews and studies budget materials for all funds, programs, grants, and projects [3.222c]. This Committee makes recommendations to CC 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. Institutional Planning is conducted in accordance with a realistic assessment of available funds.

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 fund 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.

Both the District and the College have controls in place that assure effective oversight of all financial matters. Expenditure of grant funds requires board 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 staff, in conjunction with a representative from the Grants Office, 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, business services, 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, Business Services. Per BP 2100, Delegation of Authority to the Chancellor, and BP 3200, Purchasing and Contracts, the vice chancellor, business services, is given the authority to approve contracts that do not exceed \$100,000 [EVIDENCE]. The vice chancellor submits a report to the board 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 governors 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 SCCCSD board of trustees annually [EVIDENCE BOARD PRESENTATION].

The Office of the Vice Chancellor, Business Services, 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.

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 internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.

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 California Education Code, Section 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.

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].

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

EVIDENCE OF MEETING THE STANDARD

As described in III.D.6 above, an audit of the District's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm. [3.231]. The board 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.

At the college level, CC, FSC, and the Management Team regularly review similar reports related to the college's budget, fiscal conditions, and financial planning activities.

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]. The results of these audits and the resolution of findings are a part of subsequent audit reports and are available on the district SharePoint site.

ANALYSIS AND EVALUATION

The District resolves all audit findings in a timely fashion. Information about the college and district budget, fiscal conditions affecting the college budget and financial planning, including audit results, are provided college wide and districtwide on a regular basis.

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 grant 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. An independent certified public accounting firm conducts 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 requiring 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, as described in III.D.A above, and 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. BP 3100, Budget Preparation, [3.200] states, "Unrestricted general reserves shall be no less than 7.5 percent." In addition to this reserve required by 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 [EVIDENCE].

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 implemented an irrevocable trust for its other post-employment benefits (OPEB) obligation, such as retiree health benefits, 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.

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 (4.25) three days prior to the disbursement date, following the Federal guidelines that require the funds must be spent within three days of receipt. An independent certified public accounting firm audits the Student Financial Assistance Office and the District Business Services Office as part of the annual audit. In the District's financial statements, financial aid is accounted for in a separate fund [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 Saddleback College 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 donor or sponsor 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.

As discussed in III.D.5 above, the District and the College also have various controls in place that assure effective oversight of all financial matters for grants, externally-funded programs, and contracts.

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 Business 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.

Liabilities

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

EVIDENCE OF MEETING THE STANDARD

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 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 SOCCCD operates within a resource allocation formula, 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 S 361 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 reduction 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.

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

EVIDENCE OF MEETING THE STANDARD

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 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 California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (STRS) employer rates. The district has covered these increases for all unrestricted general fund employees through the 2020-2021 fiscal year by placing adequate funds in a trust account. [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. The District has also pre-funded the CalPERS and CalSTRS employer contributions through 2020-2021 and placed the funds in a trust account.

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

EVIDENCE OF MEETING THE STANDARD

The 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 District and College 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. The DRAC model ensures that the SB361 calculation funds all ongoing operations and that the remaining funds are utilized for one-time needs and projects such as capital outlay.

As discussed above in III.D.5 and II.D.10, the college and district use grant and foundation funds with integrity. College procedures ensure that grant funding receives appropriate authorization from the board of trustees, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by district accounting staff to ensure proper oversight.

The Saddleback College Foundation employs foundation fundraising guidelines to ensure that funds are raised and expended appropriately and with oversight by account administrators, constituent managers, and the Foundation's Board of Governors Finance Committee.

The Saddleback College Foundation Finance Committee annually prepares and adopts a budget of operation, 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 financial resources of the District and College are used with integrity and in a manner consistent with its goals. Funding from external sources such as the Saddleback College Foundation, grants, and state categorical monies are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the strategic plan of the college and serve the needs of college programs.

The District and the College excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. Moreover, they are 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.

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

EVIDENCE OF MEETING THE STANDARD

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 three-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 2015 four-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].

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate

provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

EVIDENCE OF MEETING THE STANDARD

Contractual agreements with outside entities are governed by board policies and regulations, which are established to ensure that they are consistent with the mission and strategic goals of the College. This include BP/AR 3101.5, Fiscal Management, which states that the District must maintain sound fiscal management that ensures all activities comport with the educational objectives of the District (EVI). The vice chancellor, business services, manages all contracts and has the authority to approve all contracts that do not exceed \$100,000. Contracts over that amount must be approved by the board. Ultimately, it is responsibility of the board of trustees to oversee all contracts and ensure that they maintain the integrity of the programs, services, and operations of the District and College.

The District provides 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 the 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 renewed.

ANALYSIS AND EVALUATION

Contractual agreements established with external entities are consistent with the mission and goals of the College. Through their oversight, the board of trustees has ultimate responsibility to ensure that these contracts maintain the integrity of the College's programs, services, and operations. Managers who develop college contracts for approval by the Vice Chancellor of Business Services confirm adherence to board policies 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].

[3.056a – Saddleback College Mission, Vision and Values Statement.pdf](#)
[3.200 – Board Policy 3110.pdf](#)
[3.201 – AR 3110.pdf](#)
[3.202 – DRAC Model 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](#)
[3.210 – 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](#)
[3.213 – 2016 Education and Facilities Master Plan.pdf](#)
[3.214 – 20 year Scheduled Maintenance Plan.pdf](#)
[3.215 – SOCCCD Technology Plan 2015-2020.pdf](#)
[3.215a – Technology Plan 2011-2016.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 10-11-16.pdf](#)
[3.221 – Resource Allocation Process.pdf](#)
[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 Budgeting Committee.pdf](#)
[3.225 – Foundation Conditions and Criteria Application.pdf](#)
[3.226 – Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards.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](#)
[3.236 – SOCCCD Audit Report 2014-2015.pdf](#)
[3.237 – Board of Trustees Meeting Calendar.pdf](#)
[3.238 – SOCCCD Road Tour, Risk Management Presentation.pdf](#)
[3.239 – GASB 43 & 45 Compliance Vendor.pdf](#)
[3.240 – SharePoint Retirement Board of Authority.pdf](#)

[3.243 – Foundation Budget of Operations Income and Expenses.pdf](#)
[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](#)
[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](#)
[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](#)
[3.265 - college-resource-allocation-process-model.pdf](#)
[3.266 – DRAC Model 2015-2016.pdf](#)
[3.267 – Percent Law Comparison 14-15.pdf](#)
[3.268 – 5-year Construction Plan.pdf](#)
[3.272 – CRC Resource Request Template.pdf](#)
[3.273 – Consultation Council Agenda.pdf](#)
[3.274 – Consultation Council Minutes.pdf](#)
[3.275 – PBSC Agenda.pdf](#)
[3.276 – PBSC Minutes.pdf](#)
[3.277 – CRC Allocation Request Template.pdf](#)
[3.278 – Governance Manual.pdf](#)
[3.279 – College Committees Page on Saddleback SharePoint.pdf](#)
[3.280 – District Committees Page on SOCCCD SharePoint.pdf](#)
[3.281 – Foundation Board Presentation](#)
[3.282 – Board of Trustees Reports](#)
[3.283 – BPA Agreements](#)
[3.284 – BPA Sessions and Related Plans](#)
[3.285 – TAACCCT Grant Manual](#)
[3.286 – Workday Fiscal Team Agenda](#)
[3.287 – Workday Fiscal Team Minutes](#)
[3.288 – Workday Fiscal Team Task List](#)
[3.289 – Capital Outlay Fund Budget Report](#)
[3.290 – Board Agenda Item](#)
[3.291 – Current Actuarial Study](#)

[3.292 – District SharePoint Site](#)
[3.293 – Contract Cover Sheet](#)
[3.294 – District’s Financial Statement](#)
[3.295 – Board Agenda Example](#)
[3.296 – Audit Report](#)
[3.297 – 2016 Actuarial Study](#)
[3.298 – The Board Agenda Item with the Funding Plan](#)
[3.299 – Foundation Fundraising Guidelines](#)
[3.300 – Foundation Board Agenda Example](#)

OBSOLETE

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 to student 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.

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 of 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
- BP 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 colleges 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 areas: 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].

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?)

The 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.

The Education Planning & Assessment Committee (EPA) works collegially with the faculty, staff, and administration on program reviews, administrative unit reviews, student learning outcomes, institutional outcomes, and the resource allocation process.

The Planning and Budget Steering Committee (PBSC) assists with institutional effectiveness, the resources allocation process, the strategic plan, the governance manual, integrity, and student success initiatives.

The Academic Senate (AS) is a partner for decisions involving curriculum, academic quality, online education, integrity, faculty hiring, faculty professional development, student success initiatives, the strategic plan, the resource allocation process, and fiscal stability.

The Classified Senate (CS) works collaboratively with the administration on classified staff professional development, integrity, student success initiatives, resource allocation, fiscal stability, and the strategic plan.

The Associated Student Government (ASG) participates in decision involving student clubs, student life, student welfare, scholarships, student success initiatives, and some resource allocation.

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.

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 same dynamic review process is not the case with the participatory governance model. In addition, there have been some leadership changes in terms of regularly reviewing committees and structures. In an effort to realign various committees to the currency of the college in terms of various initiatives, the college conducted research and

compiled inventory of all committees in 2016. The college also created an electronic committee request system that was designed to improve the process of data collection about committee interest. These efforts were intended respond to committee interest, and to then synthesize various committees into a more robust structure that corresponded with the strategic mission and goals of the college. The goal of the inventory and research was also to get a clear picture on which committees were currently active, assess potential areas of committee redundancy, and to formally establish committees as inactive if meeting minutes or agendas were absent for a substantial period of time. This research also revealed the presence of several informal committees. The college repositioned its approach to restructure informal committees as Workgroups that would report back to a larger formal committee. When the Academic Senate and the College agreed upon the final inventory of current committees, the next step included creating a formal process for adding committees. As such, the governance manual was updated to include a process for submitting a request for a new committee through the college or through academic senate using the committee One Sheet. In addition, discussion of efficiency in committee structure and requests for new committees was brought into the function of the Planning and Budget Steering Committee to ensure that committees align with the institutional mission. Additionally, the Academic Senate regularly review committee proposals in partnership to support the goals for academic committees.

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 SOCCC Function Map
- IV.A.1-7 Governance Manual
- IV.A.1-8 Faculty Handbook
- IV.A.1-9 Employee Handbook

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 administrative regulations 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-Flannery-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:

- 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 SOU CCD. 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 SOU CCD 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 agenda 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].

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. Similarly, the Classified Senate and the SOCCCD are discussing ways in which classified staff may have secure release time from their respective positions in order to help alleviate what the classified staff often perceive as a struggle with their limited ability to participate in governance processes while also meeting the demands and timelines 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**
- 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

OBSOLETE

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 educational 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.

As the CEO, 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. Additionally, the vice president of instruction leads Vice President for Instruction Council. The committee is comprised of all instructional deans, department chairs, the chair of the curriculum committee, and certain staff from Office of Instruction. Although this group functions more as an avenue by which the top administration can funnel information to these administrators (versus a forum for planning and decision-making), it remains an important forum for deans and department chairs across campus to exchange ideas and to talk, problem-solve, develop professionally, etc.

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 high 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.

Moreover, the SOCCCD Faculty Association is recognized by the district as the exclusive representative of faculty on issues related to wages, evaluation, 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.

Evidence

IV.A.3-1	BP-1004	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

OBSOLETE

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

Through the creation, adoption, and implementation of board policies and administrative regulations, the South Orange County Community College District ensures that faculty and administrators have responsibility for recommendations about curriculum and student learning programs and student learning services. Board policy BP-2100.1, Delegation of Authority to the Academic Senate, delineates the scope of the Saddleback College Academic Senate in response to Title 5, Sections 53200-53205. Consistent with accreditation standards, the board of trustees rely primarily upon the advice, counsel, and recommendations of the Saddleback College Academic Senate on all and any academic and professional matters including:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures relating to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies on faculty professional development activities.
9. Processes for Program Review.
10. Processes for institutional planning and budget development.
11. Other matters as mutually agreed upon between the SOCCCD Board of Trustees and the Academic Senate, or as otherwise provided by statute or regulation.

BP 2100.1 also specifies that policy and procedures addressing academic and professional matters are subject to creation or modification only through the processes of collegial consultation. The Saddleback College Academic Senate honors requests from the SOCCCD Board of Trustees and/or its agents to review relevant policies, regulations, procedures, and

guidelines at least every five years, or more frequently should the SOCCCD board of trustees and/or its agents believe that modifications are necessary or appropriate.

Multiple Board policies have been developed to articulate how responsibility for recommendations about curricula and student learning programs and services is executed. The Academic Senate created a college Curriculum Committee pursuant to BP 6100, Curriculum, which harmonizes with the scope of board policy BP-2100. All established courses of instruction and educational programs at Saddleback College are prepared in compliance with guidelines from the California Community Colleges Chancellor's Office's (CCCCO) Program and Course Approval Handbook (PCAH).

Saddleback uses Governet software called CurricUNET for preparing and maintaining course outlines of record. Each new and revised course, both credit and non-credit, is scrutinized by faculty, including members of the curriculum leadership team, deans, and curriculum specialists before it is submitted for approval to the Curriculum Committee, a standing committee of the Saddleback College Academic Senate. Courses are then submitted for approval by the Academic Senate and the board of trustees before submission to the CCCC for approval. The Academic Senate requires that all CTE courses be reviewed/revised every two years and all other courses at least every five years.

The Academic Senate has a Policy and Process for New Program Approval that faculty use in the creation of new programs. Again, following guidelines in the PCAH for programs, programs are proposed using developed courses to meet requirements for certificates and degrees. CTE programs require labor market data to demonstrate need for a proposed program, and are additionally reviewed and endorsed by a regional CTE consortium as required by the CCCC. New and revised programs are reviewed and approved by the Curriculum Committee, the Academic Senate, and the board of trustees on recommendation of the college president before being submitted to the CCCC for final approval (new and substantively changed programs). In addition, CTE programs are submitted for review by the board of trustees for documented labor market demand and evidence that they do not represent unnecessary duplication of other manpower training programs in the area in compliance with California Education Code Section 78016.

The Saddleback College President is the designated college administrator charged with forwarding curriculum to the South Orange County Community College District Chancellor and Board of Trustees. On this matter, BP 6100 sets forth the following clear and concise roles and responsibilities:

- All programs and courses approved by a college's Academic Senate are forwarded to the college president for his or her review. Once approved by the college president, the college president forwards the approved programs, courses and recommendations for program deletions to the Chancellor for his or her review and to the Board of Trustees for its review and final approval.

- No South Orange County Community College District colleges may offer programs or courses that fail to meet the curriculum standards in the Program and Course Approval Handbook, relevant state laws and regulations, and accreditation standards. If such a failure occurs, the college president shall direct the appropriate faculty to immediately conduct and complete curriculum review and bring the programs and courses into compliance.

Saddleback College also relies on its faculty and administration for recommendations about student learning programs and services. As such, Saddleback College, through policies and procedures, have well-defined structures to ensure that this reliance is both protected and maintained. New student learning program and service ideas may originate at any level of the institution. Grant proposals may be submitted to secure funds to pilot a program or service if there is faculty interest in championing a new initiative. Requests can be made through the resource allocation process for resources needed to pilot a new initiative. Programs and services are evaluated for effectiveness and recommendations made by the faculty and administrators involved to institutionalize successful new programs and services to a governance committee, such as the Planning and Budget Steering Committee or Consultation Council. Approval by the Consultation Council results in a recommendation to the president regarding new programs and services.

As an example, a grant opportunity was provided by the Dell Foundation to implement an Advancement Via Individual Determination (AVID) for Higher Education program in fall of 2013 with a cohort of financially needy students. Faculty involved in establishing the Student Success Coordinating Council championed the proposal, which was funded for three years. Resource requests to support the program were submitted and approved, and the program is currently undergoing analysis to determine if the project should continue as it exists and become a national demonstration program for AVID for Higher Education.

Analysis and Evaluation

The South Orange County Community College District and Saddleback College meet the Standard.

Evidence

- IV.A.4.1 BP 2100.1, Delegation of Authority to the Academic Senate
- IV.A.4.2 BP 6100, Curriculum
- IV.A.4.3 Curriculum Committee
- IV.A.4.4 Education Planning and Assessment Committee
- IV.A.4.5 Online Education Committee
- IV.A.4.6 California Code of Regulations, Sections 66700, 70901, 78003, 70902
- IV.A.4.7 California Code of Regulations, Section 51022(b)
- IV.A.4.8 California Code of Regulations, Title 5, Sections 52200-53205
- IV.A.4.9 California Code of Regulations, Title 5, Section 55002(a)(1)
- IV.A.4.10 Saddleback College Curriculum Committee Bylaws (SharePoint address?)

OBSCURED

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 (BPARC), 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 officers 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 agenda 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

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.

Additionally, both the College and the District leadership understand the importance of the decision-making process based on reliance of accurate and timely data and metrics. To this end, the District and the colleges leaderships embraced an ongoing conversation that prevented the addressing of barriers that were getting in the way of effectively make decisions utilizing data and metrics. A districtwide barriers committee was established to provide recommendations to improve the process.

These recommendations included:

- Improve the usability of the data used in decision making
- Evaluate products that allow for self-service data mining and analysis
- District wide commitment to data based decision making
- Improve transparency in the decision making process
- Provide instructions and training related to where to go to access data

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 meet on a regular basis at set times and locations in order to ensure maximum opportunity for participation.

Data supported decision making has been supported at the College and District level. Financial decisions are based on information provided by college or district data warehouses that are made available through data management systems such as inForm and research provided by district and college research departments.

Evidence

IV.A.5-1 *Saddleback College Governance Manual*

IV.A.5-2 Barrier #2 Final Recommendation Summary, July 2014

OBSOLETE

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 (BSC) 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 Districtwide 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

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 Acts 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 Planning and Governance Manual

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 re-evaluating 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

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 service.

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 Planning and Governance Manual
- IV.A.7.5 Saddleback College Faculty Handbook
- IV.A.7.6 Saddleback College Employee Handbook
- 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 Senate
- 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 Employee Participation in Decision Making
- IV.A.7.14 BP – 5627 Student Participation in Governance

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 in 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 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

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 leading and developing personnel, and in assessing institutional effectiveness.

Evidence

IV.B.1-1	BP - 2000	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 Saddleback College Education Plan
http://www.socccd.edu/about/documents/2011SOCCCDMPVolume2_SaddlebackEMP.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-Fall12.pdf>

OBSOLETE

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 2011 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 the 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

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	
		http://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	

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.

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 recommendations 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 through 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? ... 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

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 VP/IE

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 compliance 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.

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 11, 2016 | |
| IV.B.4-4 | Chancellor email of June 14, 2016 | |

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 statutes, 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 college, 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 change 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 San Dieback 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.

Analysis and Evaluation

The president has responsibility for ensuring the implementation of statutes, regulations, and board policies and for ensuring that institutional practices are consistent with the College's mission and policies. The president and the president's Executive Team and leadership committees are consistently involved with monitoring compliance with all statutes, 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?) |

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 community, 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

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 (OEWD), 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.)

Analysis and Evaluation

The president effectively 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)

OBSOLETE

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, outlines 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. All BP 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:

- 00 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

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

OBSOLETE

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 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 Interaction 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 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 action 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

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 in 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 criteria 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 president to administer the colleges without interference and holds the president 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.

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_boardpolicy1.html

OBSOLETE

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 members 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 109). 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 109).

In accordance with law and BP 110, Code of Ethics and 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 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, the 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.

Evidence

IV.C.4-1 Board of Trustees

https://www.socccd.edu/about/about_board.html

OBSOLETE

IV.C.5

OBSOLETE

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 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 board
- 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

- 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 board's 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.soccc.edu/about/about_board.html

IV.C.6-2 100 Series - Bylaws

https://www.soccc.edu/about/about_boardpolicy1.html

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 district-wide 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 agendaized 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 Conclusion

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.

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

OBSOLETE

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%20highlights/documents/Scorecard2015
PresentationBOT_Final.pdf](http://www.socccd.edu/board%20highlights/documents/Scorecard2015%20PresentationBOT_Final.pdf)

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 and 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

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 continue 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

IV.C.10

OBSOLETE

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 quality 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, Statutes 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 certifications 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 persons or financial interests that may conflict with his or her responsibilities as a public steward, and in some 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.

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

OBSOLETE

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 a 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 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

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

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

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 in 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 set 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.

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

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 committee. 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).

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 by 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 budget 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).

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

OBSOLETE

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 colleges 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 of 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.

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

OBSOLETE

- 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. Intergrated 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.

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 shared point
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.



Item 4.1 SOCCCD: Accreditation Report Draft

Dr. Tod A. Burnett, President, Saddleback College, and Dr. Glenn R. Roquemore, President, Irvine Valley College, will present information on the draft accreditation report.

An updated version of Item 4.1, Exhibit C was submitted to the Board of Trustees at the November 14, 2016 meeting.

The former version originally posted with the agenda on November 10, 2016 is now obsolete.



2017 INSTITUTIONAL SELF EVALUATION REPORT



THE PATH TO YOUR FUTURE



Certification of the 2017 Comprehensive Institutional Self Evaluation Report

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

From: Dr. Glenn Roquemore
Irvine Valley College
5500 Irvine Center Dr, Irvine, CA 92618

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

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

Signatures:

Mr. Timothy Jemal	President, SOCCCD Board of Trustees	Date
Dr. Debra L. Fitzsimons	Acting Chancellor, SOCCCD	Date
Dr. Glenn R. Roquemore	President, Irvine Valley College	Date
Dr. Christopher McDonald	Interim Vice President for Instruction Accreditation Liaison Officer	Date
Dr. Katherine T. Schmeidler	President, IVC Academic Senate Accreditation Work Group Co-Chair	Date



Dr. Craig Hayward	Director of Research, Planning & Accreditation Accreditation Work Group Co-Chair	Date
Ms. Karen Martin	President, IVC Classified Senate	Date
Ms. Te'veannah I. Smith	President, Associated Students of IVC	Date



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Introduction

About Irvine Valley College

Opened in 1979 as Saddleback College North Campus, Irvine Valley College (IVC) received its current name and independent status in July 1985. In July 1988, the college received its first accreditation as a separate institution by the Western Association of Schools and Colleges (WASC). In 2015, the college celebrated its 30th anniversary as an accredited California community college.

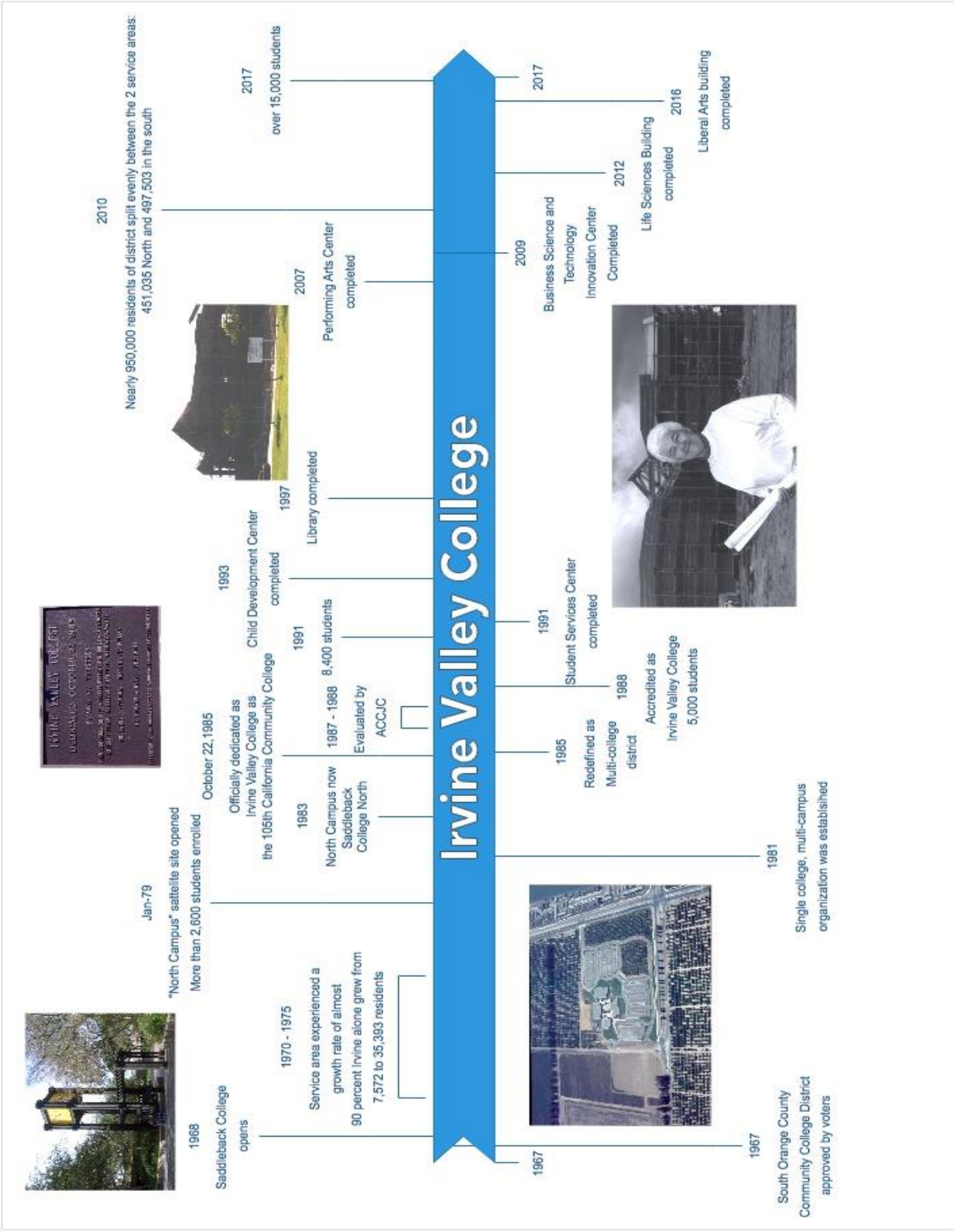
IVC currently ranks number two among California community colleges for its four-year institution transfer rate and number one in Orange County. The college offers a full complement of programs, from most traditional liberal arts and sciences to advanced technologies. It has established a reputation for excellence within the community and among the student population. The success of the college's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the college's day, evening, weekend and online programs. All instructional programs at the college are housed within 10 academic schools. Full-time instructional deans work with the Vice President for Instruction and the President in overseeing the instructional activities of the college.

IVC is a public community college funded by a combination of state and local tax dollars. Through its foundation, the college also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and students through scholarships. The seven-member Board of Trustees of the South Orange County Community College District (SOCCCD), through the office of the Chancellor, governs IVC, Saddleback College in Mission Viejo, and the Advanced Technology & Education Park (ATEP) in Tustin. Board members are elected at large from representative areas of the district. IVC is under the direction and guidance of its president who, with the faculty and staff, administers the college and oversees the implementation of Board policies.

The driving force behind the success at the college is the campus wide dedication to uphold the mission of the institution.

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.

Figure 1: Irvine Valley College Historical Timeline



Community and Student Demographics and Data

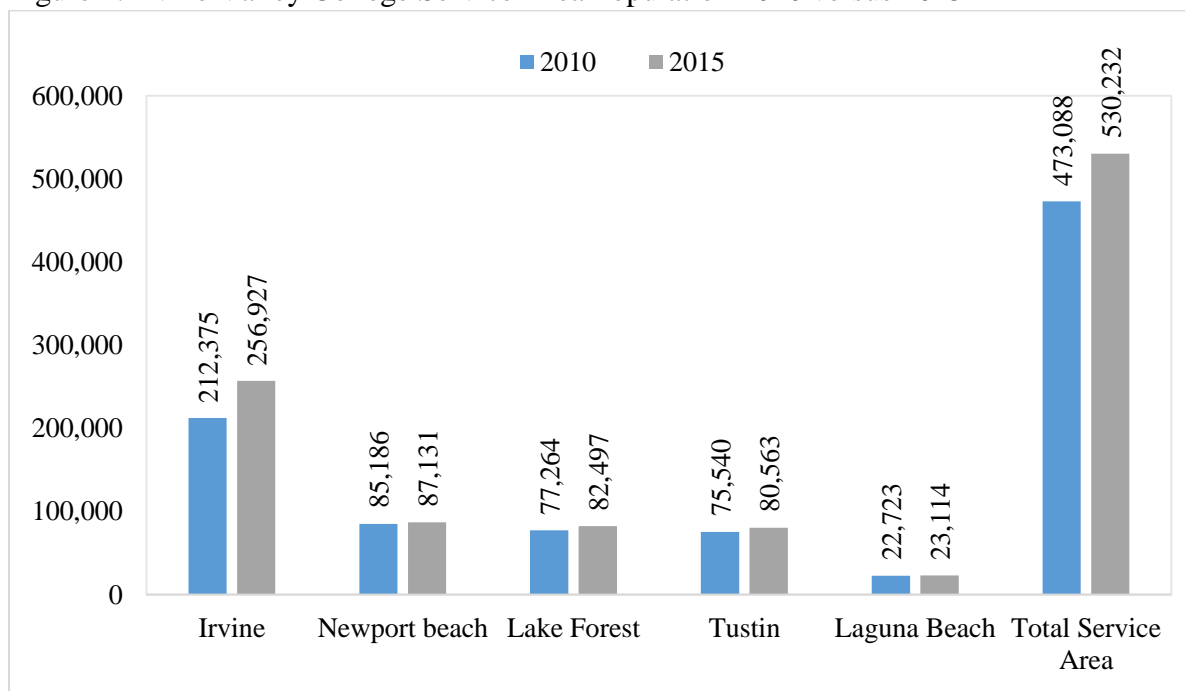
Data on Irvine Valley College's student and faculty populations indicates significant changes since the period of the last Accreditation Self-Study in 2010.

Service Area Characteristics

Service Area Profile

Located in the northern half of the South Orange County Community College District, Irvine Valley College serves the residents of Irvine, Tustin, Laguna Beach, Newport Beach, Lake Forest, and surrounding communities. The College additionally serves international students as well as online students. According to the 2015 American Community Survey, the population of the IVC service area was 530,232 in 2015, which was an increase of 12% from its population of 473,088 in 2010. This increase is more than twice the rate for the state of California as a whole, which was 5 % during this same time period.

Figure 2: Irvine Valley College Service Area Population 2010 versus 2015



Source: 2015 American Community Survey

Service Area Demographics

Tables 1 and 2 display key demographic information from communities in Irvine Valley College's service area. There is great ethnic and socioeconomic diversity within the IVC service area. Irvine residents are generally well-educated (66% of adults have earned at least bachelor's degree) and financially secure (\$110,000 median family income). Irvine has a substantial Asian community (39%); the cities of Lake Forest and Tustin contain sizeable Latino communities (24% and 41% respectively). Residents from these communities have relatively lower levels of educational attainment and median family incomes. However, these figures are still higher than the statewide figures, where on average 29% of adults in California earned at least a bachelor's degree and have a median family income of \$70,000. Residents from Laguna Beach and Newport Beach tend to be older, have higher median family incomes, achieved high levels of education, and are less likely to be ethnically diverse than other residents in the College's service area.

Table 1: Service Area Population by Ethnicity/Race

City	White	Asian	Hispanic	African-American	Mixed Ethnicity
Irvine	44.4%	38.7%	9.9%	1.9%	4.5%
Newport Beach	81.2%	7.4%	8.2%	0.4%	2.3%
Lake Forest	55.5%	14.9%	24.0%	1.8%	2.9%
Tustin	32.4%	20.2%	41.4%	2.4%	2.3%
Laguna Beach	85.3%	4.0%	6.9%	0.7%	2.6%

Source: 2015 American Community Survey.

Table 2: Service Area Population by Various Demographics

	Median Age	% Female	Median Family Income (1000s)	% BA+
Irvine	34.0	50.8%	\$110	65.6%
Newport Beach	44.7	49.9%	\$154	64.5%
Lake Forest	38.2	50.6%	\$109	44.1%
Tustin	34.2	51.0%	\$77	38.8%
Laguna Beach	50.1	50.1%	\$139	64.3%

Source: 2015 American Community Survey.

Top Occupations

Table 3 outlines the top ten occupations in Orange County that require some college, a postsecondary non-degree award, or an associate degree. Over the next five years, there is an expected 5% increase in the top ten occupations. Although expected to experience a 2% decline over the five-year period, bookkeeping, accounting, and auditing clerks is expected to remain as the top occupation by 2021. Of the top ten occupations in Orange County, nursing assistants is projected to have the greatest five-year change of 17%, placing it as the third top occupation.

Table 3. Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree by Number of Jobs

Occupation	2016 Jobs	2021 Jobs	2016 - 21 Change	2016 – 21 % Change
Bookkeeping, Accounting, and Auditing Clerks	20,259	19,804	(455)	(2%)
Teacher Assistants	12,678	13,001	323	3%
Nursing Assistants	8,353	9,759	1,406	17%
Heavy and Tractor-Trailer Truck Drivers	8,127	8,143	16	0%
Hairdressers, Hairstylists, and Cosmetologists	7,674	8,319	645	8%
Medical Assistants	7,642	8,547	905	12%
Licensed Practical and Licensed Vocational Nurses	7,441	8,228	787	11%
Computer User Support Specialists	7,367	7,739	372	5%
Automotive Service Technicians and Mechanics	6,371	6,486	115	2%
Dental Assistants	5,880	6,512	632	11%
<i>Total</i>	<i>91,793</i>	<i>96,535</i>	<i>4,742</i>	<i>5%</i>

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA

Table 4 below outlines the top ten occupations with the greatest projected growth (2016-21 % Change) over the next five years. Occupational therapy assistants is expected to grow by 28%, followed by physical therapist assistants (25%), and nursing assistants (17%).

Table 4. Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree by Job Growth Rate (2016 jobs >=100)

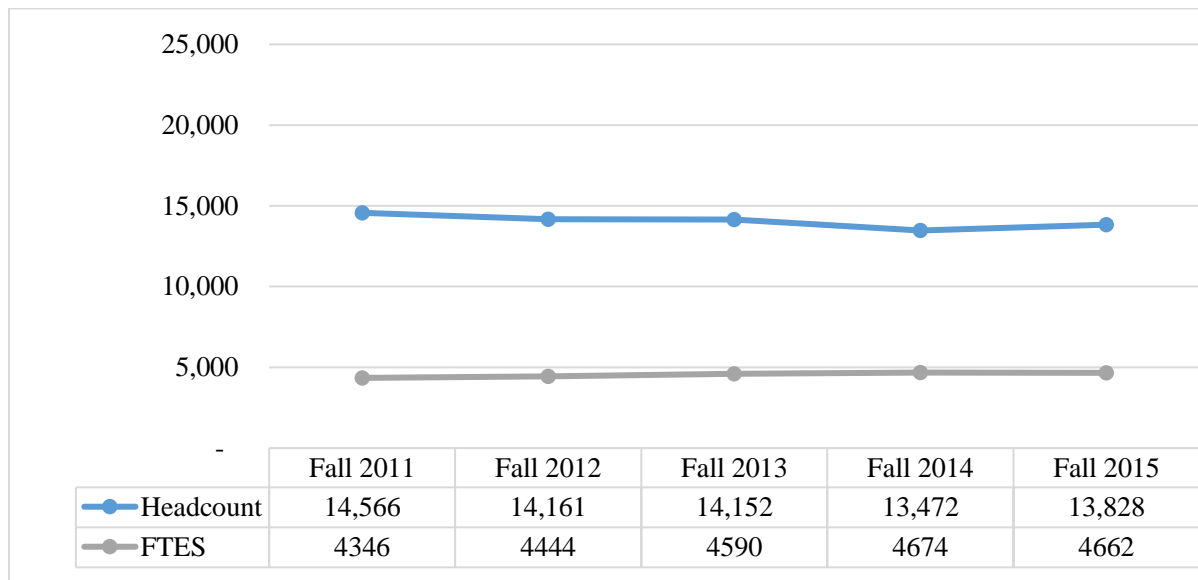
Occupation	2016 Jobs	2021 Jobs	2016 - 21 Change	2016 - 21 % Change
Occupational Therapy Assistants	307	394	87	28%
Physical Therapist Assistants	686	858	172	25%
Nursing Assistants	8,353	9,759	1,406	17%
Massage Therapists	3,565	4,108	543	15%
Morticians, Undertakers, and Funeral Directors	106	121	15	14%
Dental Hygienists	2,351	2,676	325	14%
Diagnostic Medical Sonographers	391	445	54	14%
Environmental Science and Protection Technicians, Including Health	394	444	50	13%
Healthcare Practitioners and Technical Workers, All Other	262	295	33	13%
Dietetic Technicians	159	179	20	13%
<i>Total</i>	16,576	19,279	2,703	16%

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA

Enrollment Patterns

Headcount (unduplicated enrollment) has decreased by 5% from Fall 2011 to Fall 2015. At the same time, however, there has been an increase of 7% in full-time equivalent students (FTES) due to an increase in the proportion of full-time students and the average unit load per student.

Figure 3: Unduplicated Student Headcount and Full-Time Equivalent Students, Fall 2011-Fall 2015

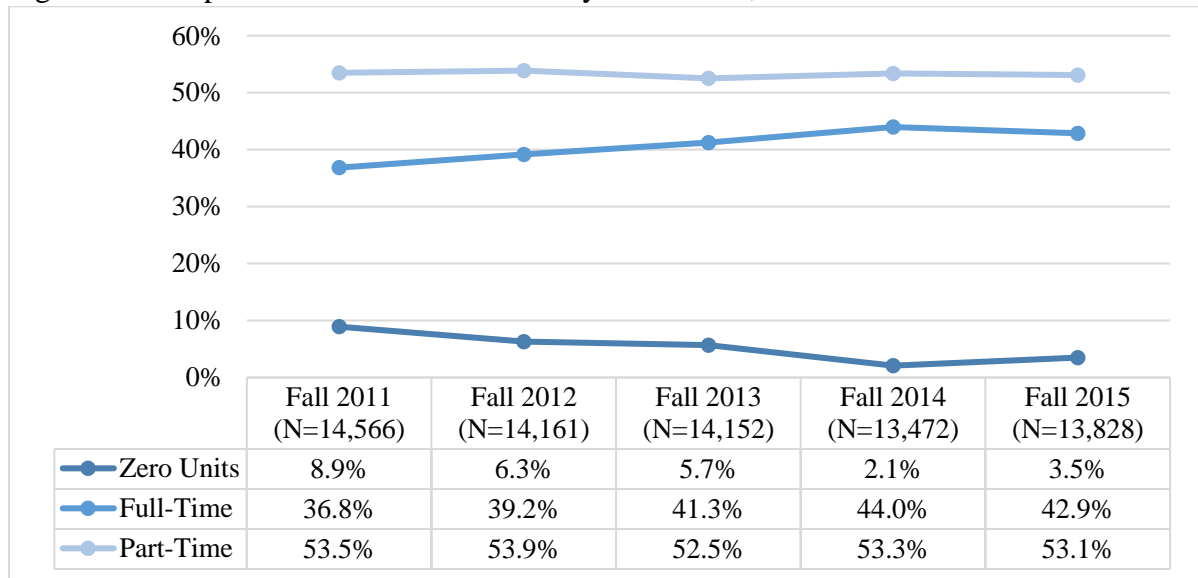


Source: SOCCCD inFORM Data Warehouse

Full-Time/Part-Time Status

The unit status distribution of IVC students has changed substantially since Fall 2011. The percent of full-time students increased by 6 percentage points, from 37% to 43%. The percent of part-time students has remained steady over the years, whereas students enrolled in all non-credit courses has decreased from 9% to 4%.

Figure 4: Unduplicated Student Headcount by Unit Status, Fall 2011-Fall 2015

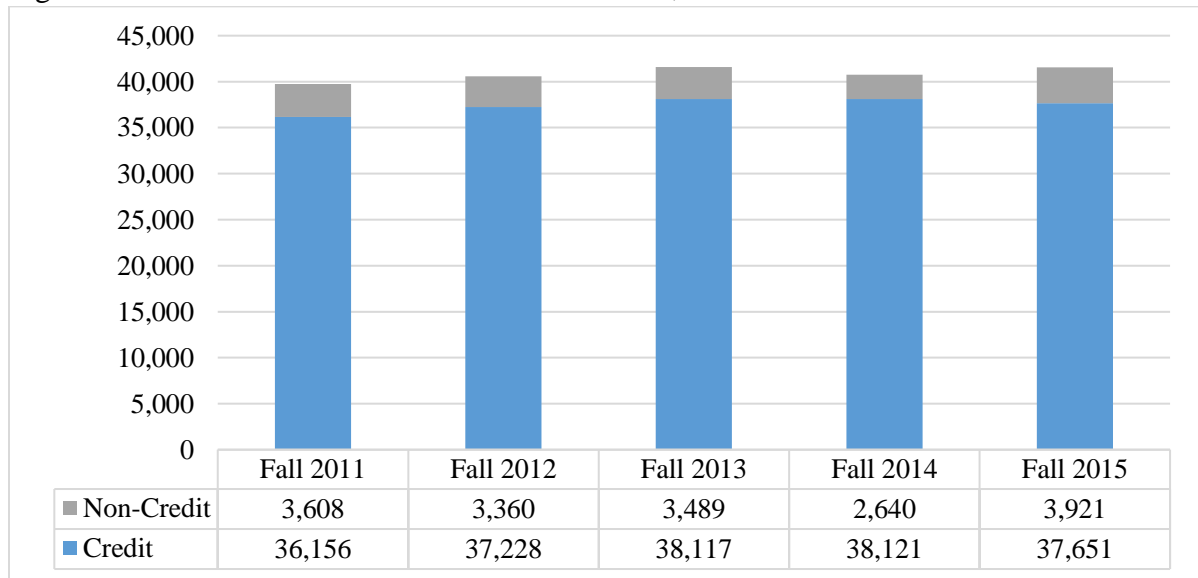


Source: SOCCCD inFORM Data Warehouse

Credit and Non-Credit Course Enrollment

As depicted in Figure 5, total enrollments have remained steady over the last six years, with an average of 40,858. The difference in course enrollments by credit and non-credit status also remains level, with most enrollments in credit sections (average 92%). Credit courses include degree-applicable and not degree-applicable courses.

Figure 5. Credit and Non-Credit Course Enrollment, Fall 2011 to Fall 2015

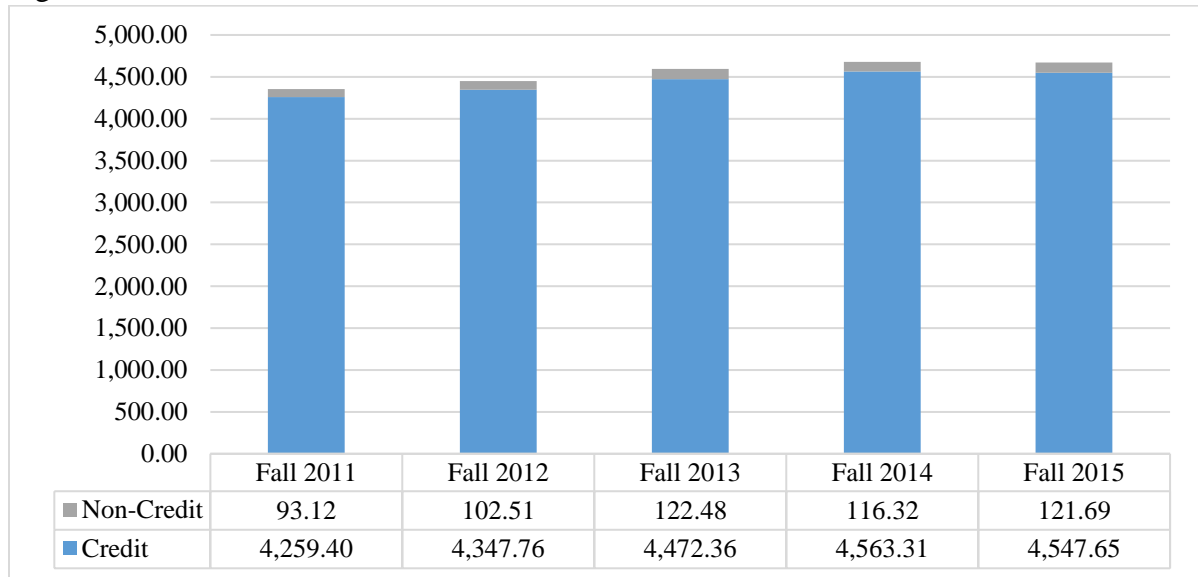


Source: SOCCCD inFORM Data Warehouse

Credit and Non-Credit FTES

Since Fall 2011, FTES overall has gradually increased over the years, reaching a six-year high of 4,669.34. FTES for both credit and non-credit sections have increased over the years, leaving the ratio of credit and non-credit FTES level throughout the last six years.

Figure 6. Credit and Non-Credit FTES, Fall 2010 to Fall 2015

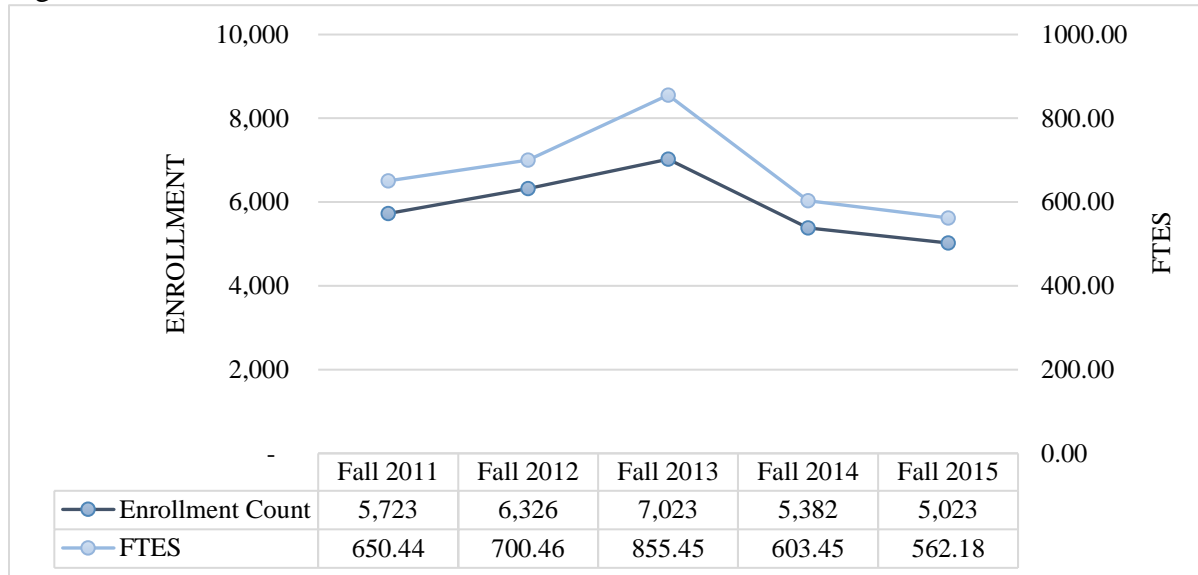


Source: SOCCCD inFORM Data Warehouse

Career Technical Education (CTE) Enrollments and FTES

CTE enrollment decreased 12% from 5,723 in Fall 2011 to 5,023 in Fall 2015. The number of full-time equivalent students (FTES) decreased 14% over the five-year period.

Figure 7: Career Technical Education Enrollment Counts and FTES, Fall 2011-Fall 2015

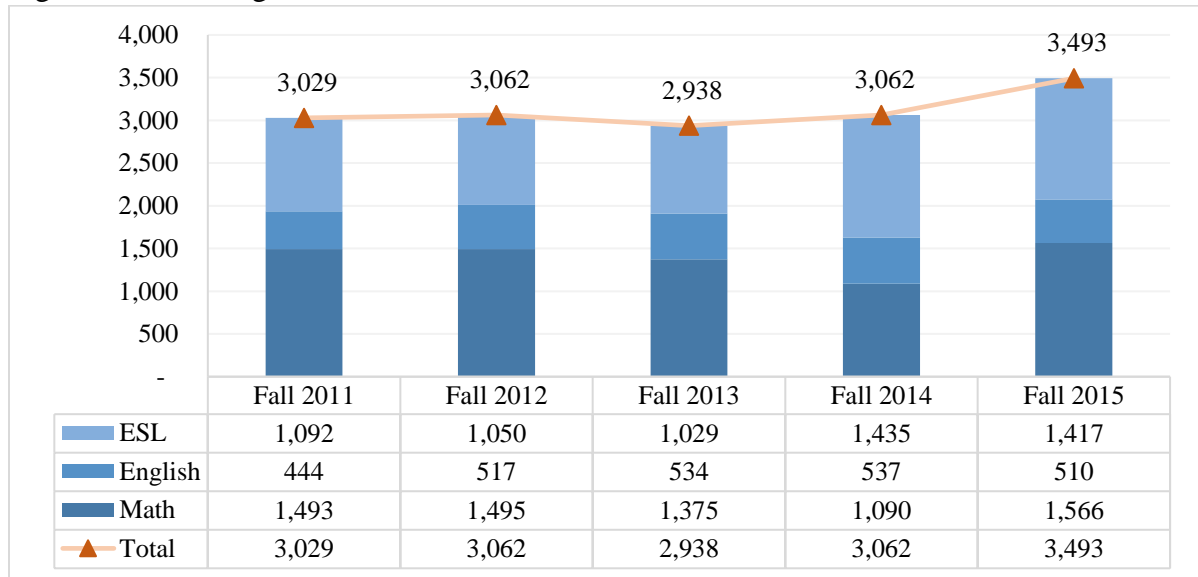


Source: SOCCCD inFORM Data Warehouse

Basic Skills Enrollments and FTES

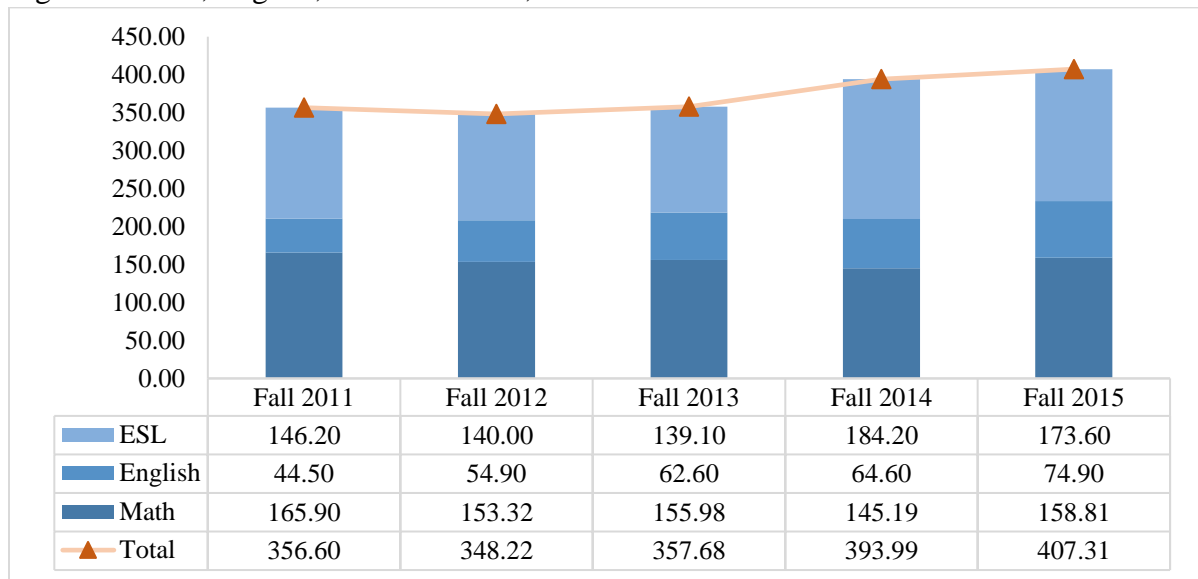
From Fall 2011 to Fall 2015, basic skills enrollments increased by 5% in math, 15% in English, and 30% in English as a Second Language (ESL). Overall basic skills enrollment increased by 15% from 3,029 in Fall 2011 to 3,493 in Fall 2015.

Figure 8: Math, English, and ESL Basic Skills Enrollment Counts Fall 2011-Fall 2015



Source: SOCCCD inFORM Data Warehouse

Compared to Fall 2011, Math basic skills FTES decreased 4% from 165.90 to 158.81 in Fall 2015. During this same five-year time period, English basic skills FTES increased 68% while ESL FTES increased by 19%. Overall basic skills FTES increased 14% from 356.60 in Fall 2011 to 407.31 in Fall 2015. Basic skills FTES accounted for 9% of all FTES in Fall 2015.

Figure 9: Math, English, and ESL FTES, Fall 2009-Fall 2015


Source: SOCCCD inFORM Data Warehouse

Student Demographic Data

Age

The age distribution of IVC students has changed since Fall 2011, with an increased representation among students between 18 to 24 years old, who comprise nearly three-fourths of the student population. In contrast, the population of students ages 30 and older has decreased by eight percentage points from Fall 2011 (29%) to Fall 2015 (21%). The oldest age group (over 59) experienced the greatest change over the five-year period, decreasing by 57%.

Table 5: Student Age Distribution, Fall 2009-Fall 2015

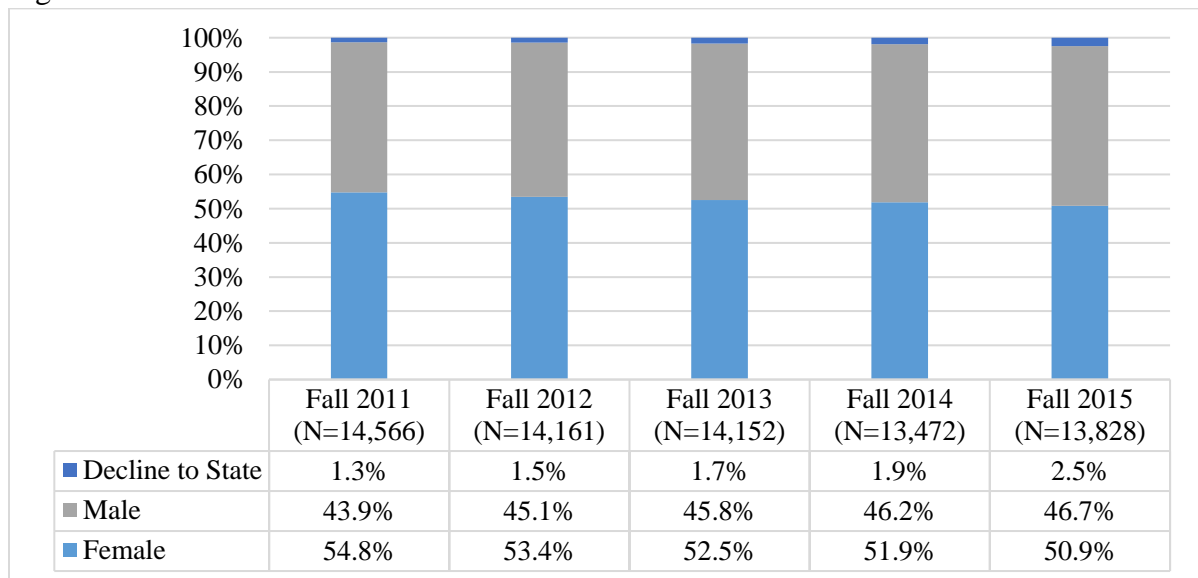
	Fall 2011 (N=14,566)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
Below 18	5.9%	6.6%	5.8%	5.5%	6.1%
18-21	41.5%	44.3%	46.1%	49.0%	48.3%
22-29	23.7%	23.6%	24.1%	24.7%	24.7%
30-39	9.6%	9.4%	9.1%	9.4%	8.9%
40-49	6.2%	5.8%	5.6%	5.6%	5.4%
50-59	4.2%	3.8%	3.6%	3.2%	2.8%
Over 59	9.0%	6.5%	5.8%	2.6%	3.8%

Source: SOCCCD inFORM Data Warehouse

Gender

In Fall 2015, 51% of IVC students identified as female, 47% identified as male, and 3% declined to state their gender. Between Fall 2009 and Fall 2015, the percentage of students identifying as female decline by 7%, while the percentage of students identifying as male increased by 6%. During this time, the College has seen an increase in students declining to state their gender, from 1% in Fall 2011 to 3% in Fall 2015.

Figure 10: Student Gender Distribution between Fall 2011 and Fall 2015



Source: SOCCCD inFORM Data Warehouse

Ethnicity

Irvine Valley College serves an ethnically diverse student population, as outlined in Table 6. In Fall 2015, 37% of students identified as Non-Hispanic White, 28% identified as Asian, 17% as Mixed Ethnicity, 13% as Hispanic/Latino, and 2% as African-American. Pacific Islanders, Native American/Alaskan Native, Middle Eastern, and other Non-White Students combined accounted for under one percent of the IVC student body. In addition, 2% of students declined to state their ethnicity.

Between Fall 2011 and Fall 2015, there have been large shifts in the ethnic composition of IVC. The percentage of White students has declined from by four percentage points, while Mixed Ethnicity and Hispanic/Latino experienced an increase of seven percentage points. Less students decline to state their ethnicity at only 2% compared to 6% in Fall 2011. This suggests that IVC is more accurately assessing the complex ethnicities of an increasing proportion of students.

Given that mixed ethnicity students are now a substantial proportion of the IVC student body, additional analyses revealed that 39% of mixed ethnicity students were white and Hispanic, 20% were white and Asian, 10% were Hispanic from multiple countries, and 7% were Asian from multiple countries. Other ethnicity combinations were less than 4% of the total mixed ethnicity student population.

Table 6: Student Ethnicity Distribution between Fall 2011 and Fall 2015

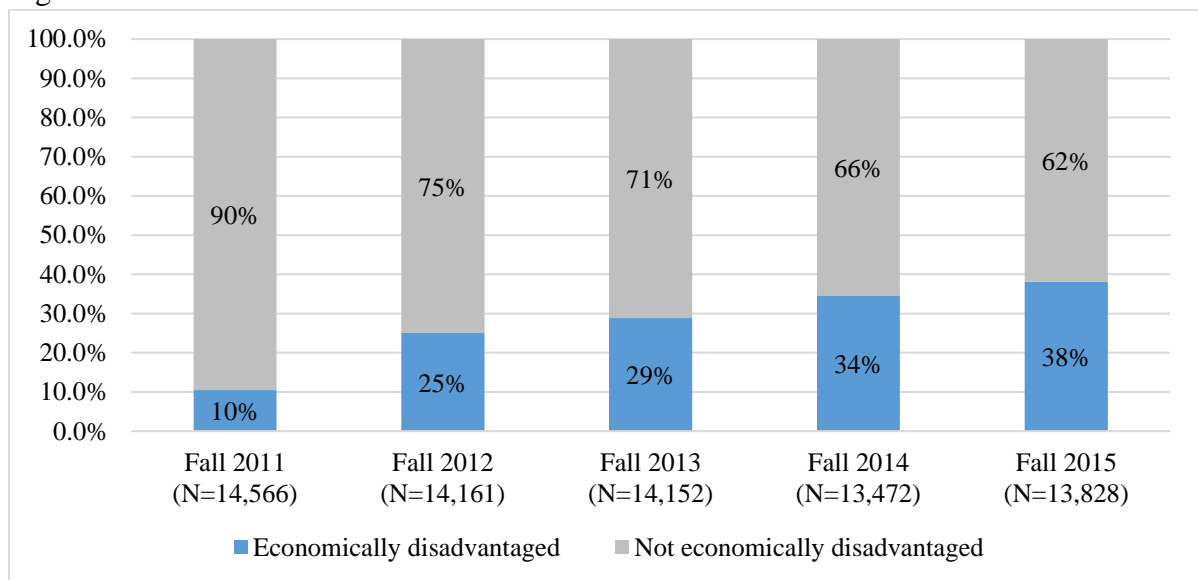
	Fall 2011 (N=14,566)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
White	40.8%	40.1%	38.2%	36.5%	36.9%
Asian	27.3%	26.8%	27.7%	27.9%	28.1%
Mixed Ethnicity	12.7%	14.7%	15.5%	16.7%	16.8%
Hispanic / Latino	10.0%	11.3%	12.3%	13.2%	13.4%
African Am.	2.3%	2.2%	2.4%	2.2%	2.1%
Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.2%
Native Am.	0.2%	0.2%	0.2%	0.1%	0.1%
Middle Eastern	0.2%	0.1%	0.0%	0.0%	0.0%
Other	0.1%	0.0%	0.0%	0.0%	0.0%
Declined to State	6.3%	4.3%	3.5%	3.1%	2.3%

Source: SOCCCD inFORM Data Warehouse

Socioeconomic Status

Figure 11 below depicts the distribution of IVC students by their socioeconomic status. Economically disadvantaged includes students who received a Board of Governor's (BOG) fee waiver or are participants of the CalWORKs or EOPS program. The significant increase in economically disadvantaged students is largely attributed to the increase in students receiving the BOG fee waiver. Over the five-year period, BOG fee recipients increased by 367%. This increase is a result of the College's increased efforts to inform and encourage students to take advantage of financial aid opportunities.

Figure 11. Low-Income Status Distribution

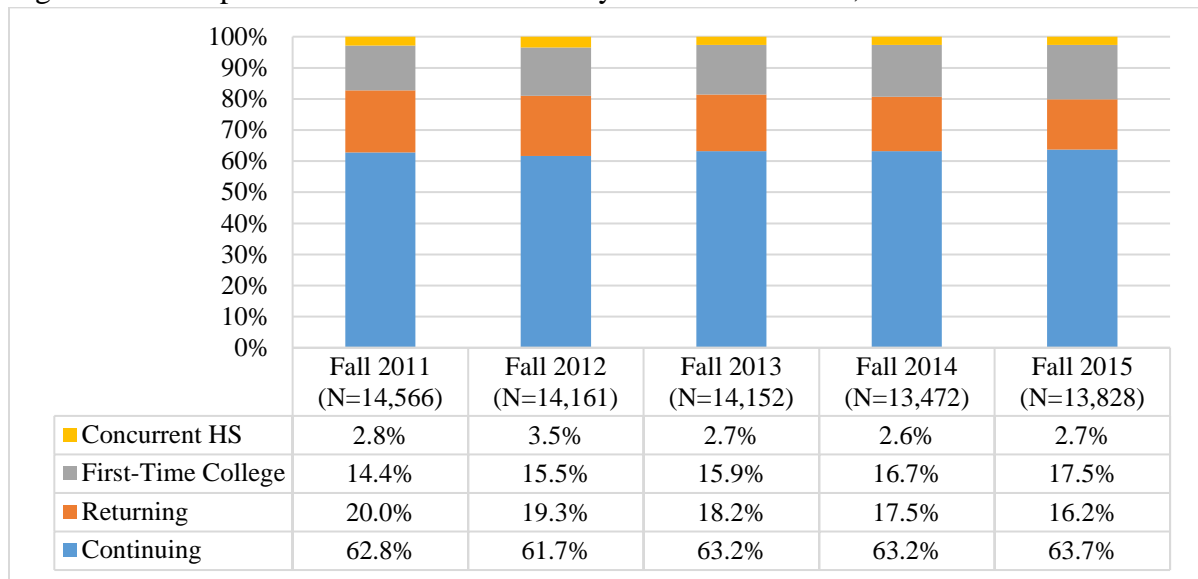


Source: SOCCCD inFORM Data Warehouse

Enrollment Status

In Fall 2015, the majority of IVC students were enrolled during the previous term and were continuing their education at the College (64%), which is similar to the trend seen in Fall 2011. Over the five-year period, however, there was a decrease in returning students (Fall 2011 at 20%, Fall 2015 at 16%) and a proportionate increase in first-time college students (Fall 2011 at 14%, Fall 2015 at 18%). Concurrently enrolled high school students continue to remain the smallest group at approximately 3% throughout the five-year period.

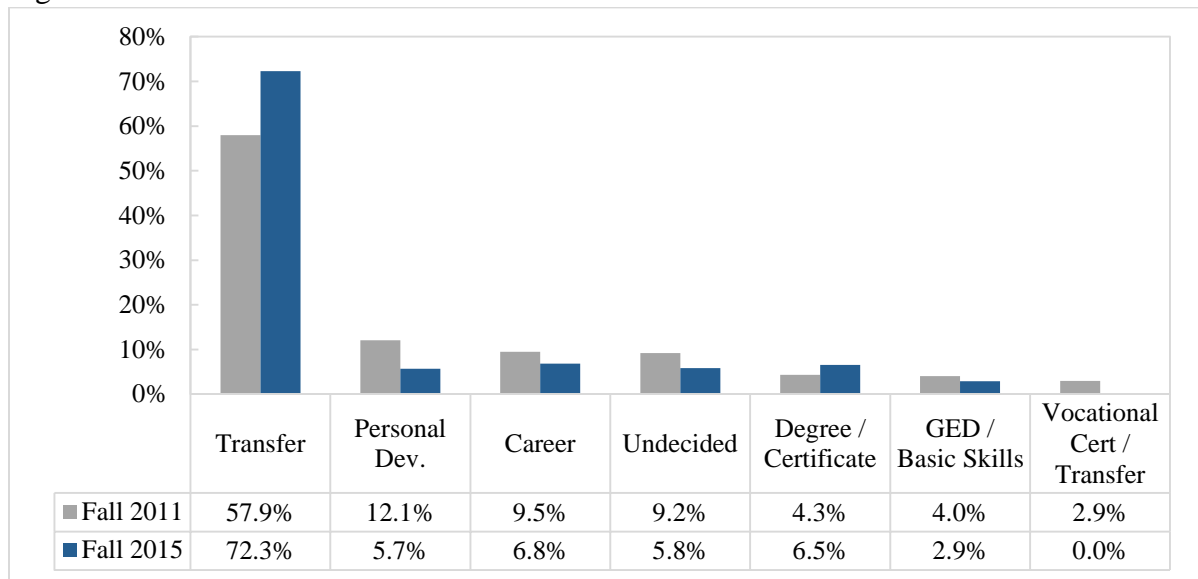
Figure 12: Unduplicated Student Headcount by Enrollment Status, Fall 2009-Fall 2015



Source: SOCCCD inFORM Data Warehouse

Educational Goals

Between Fall 2011 and Fall 2015, there were significant changes in the educational goals of students. Students seeking to transfer or obtain a degree or certificate increased by 15 percentage points, while those attending IVC for personal development, to advance their career, or are undecided decreased by 13 points. This trend aligns with the increased representation among younger students under the age of 24.

Figure 13: Student Educational Goal Distribution Fall 2009 versus Fall 2015


Source: SOCCCD inFORM Data Warehouse

Table 7: Student Educational Goal Distribution, Fall 2009-Fall 2015

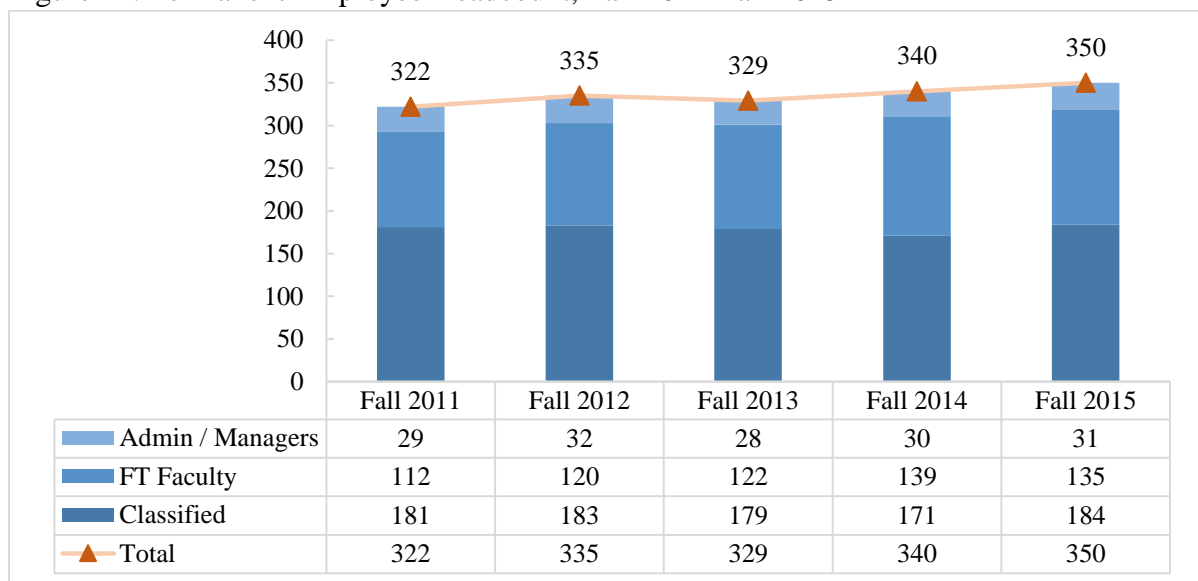
Educational Goal	Fall 2011 (N=14,566)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
Transfer	57.9%	62.6%	66.9%	71.2%	72.3%
Personal Development	12.1%	9.0%	8.0%	4.8%	5.7%
Career	9.5%	8.5%	9.0%	8.5%	6.8%
Undecided	9.2%	8.3%	7.6%	6.3%	5.8%
Degree or Certificate	4.3%	4.7%	4.9%	6.2%	6.5%
GED/Basic Skills	4.0%	4.1%	3.6%	3.1%	2.9%
Vocational Certificate	2.9%	2.8%	n/a	n/a	n/a

Employee Characteristics

Permanent Employee Headcount

Between Fall 2011 and Fall 2015, IVC has increased its number of permanent employees 9% from 322 to 350, with all three employee groups increasing in headcount. The number of classified staff increased 2%, full-time faculty increased 21%, and administrators and managers increased 7%.

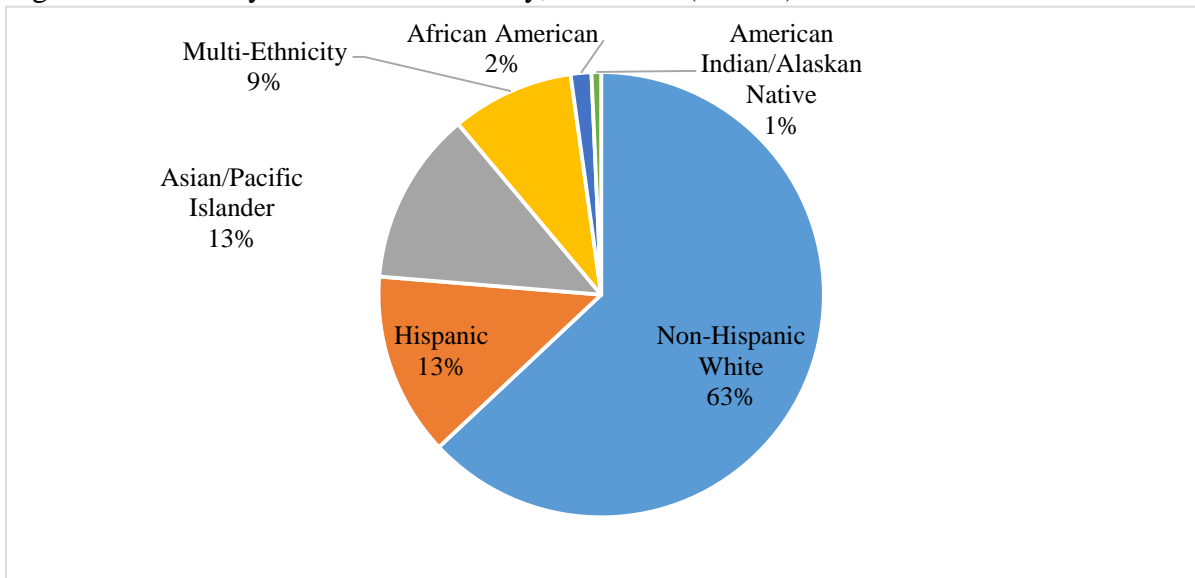
Figure 14: Permanent Employee Headcount, Fall 2011-Fall 2015



Full-time Faculty – Ethnicity

In Fall 2015, the majority of full-time faculty at IVC was non-Hispanic white (63%). The next most represented ethnicities were Hispanic (13%) and Asian/Pacific Islander (13%), followed by multi-ethnicity (9%). African-American and American Indian/Alaskan Native comprise approximately 2% of all full-time faculty.

Figure 15: Ethnicity of Full-Time Faculty, Fall 2015 (N=135)

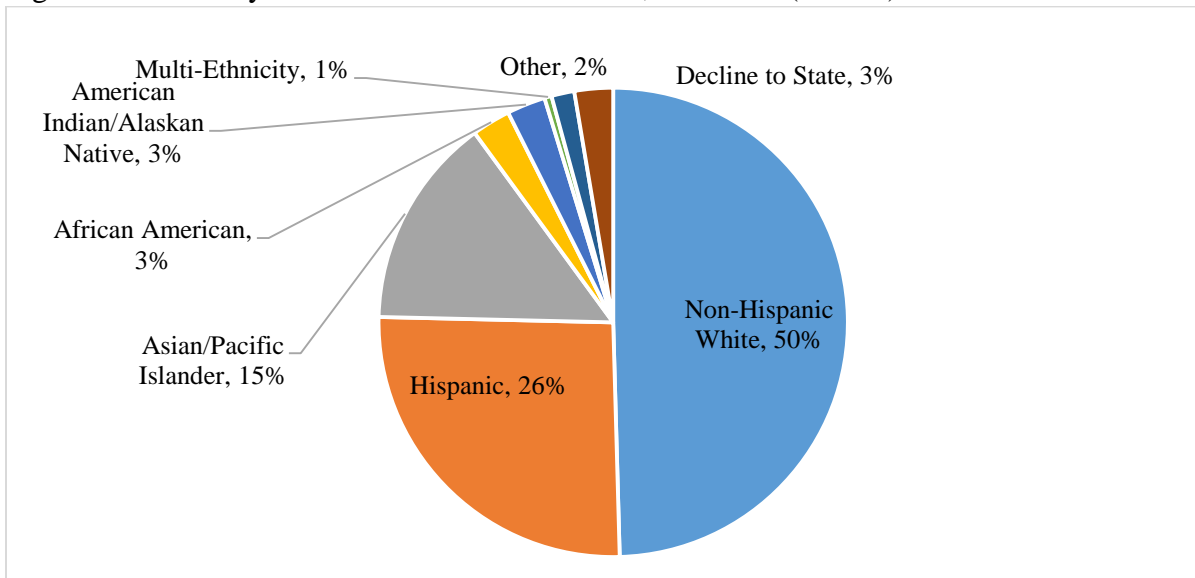


Source: SOCCCD inFORM Data Warehouse

Classified Staff – Ethnicity

Figure 16 depicts the ethnic composition of classified staff at Irvine Valley College. In Fall 2015, half of IVC classified staff were non-Hispanic white. Similar to full-time faculty, the followed most represented ethnicities were Hispanic (26%) and Asian/Pacific Islander (15%). Three percent each identified as African-American, American Indian/Alaskan Native, or declined to state.

Figure 16: Ethnicity of Full-Time Classified Staff, Fall 2015 (N=184)

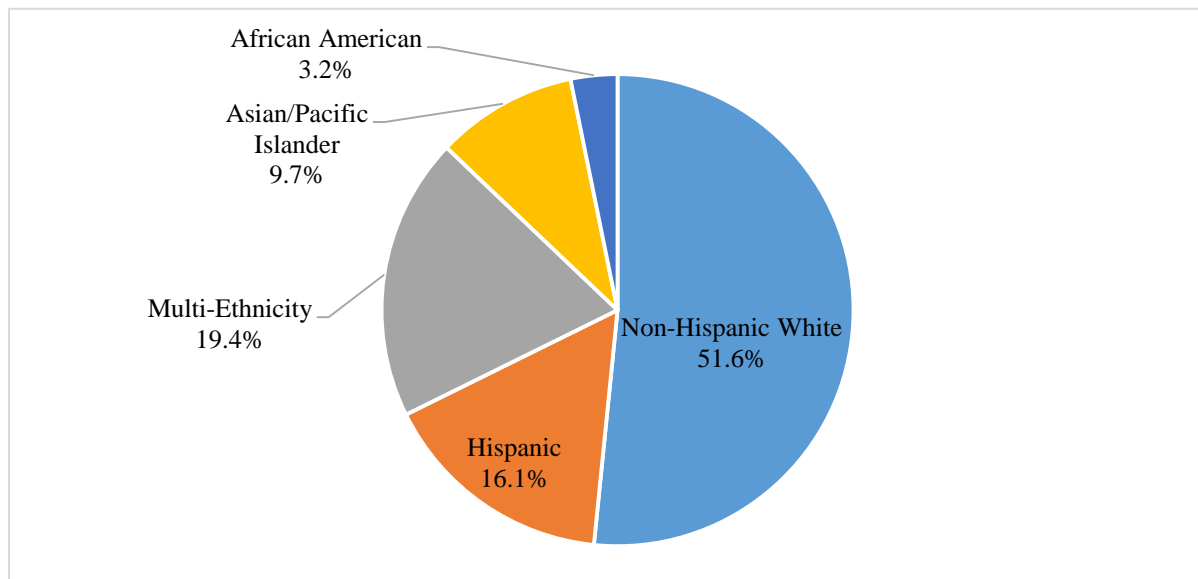


Source: SOCCCD inFORM Data Warehouse

Administrator and Manager – Ethnicity

Similar to full-time faculty and classified staff, the majority of administrators and managers at Irvine Valley College are non-Hispanic White (52%). Different from the other two employee groups, however, multi-ethnicity is the second largest ethnicity represented where one out of five administrators and managers identified as being more than one ethnicity. Hispanic (16%) and Asian/Pacific Islander (10%) were the third and fourth most represented groups. African American was least represented at 3%.

Figure 17: Ethnicity of Administrators and Managers, Fall 2015 (N=31)



Source: SOCCCD inFORM Data Warehouse

Off-campus Sites and Distance Education

Off-campus Sites

Advanced Technology and Education Park (ATEP)

Off-Campus Sites: The Advanced Technology and Education Park (ATEP) in Tustin is an off-campus site of the South Orange County Community College District, offering courses through Irvine Valley College in subjects such as optics, photonics, design model making and rapid prototyping, languages, information security, entrepreneurship and business. These offerings are in addition to math, sciences, and general education and transfer courses.

The College began offering classes at ATEP in Fall 2007. At the present time, 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 Work Group, and the IVC Office of Instruction.

Early College Program

In 2007, the College began a pilot early college program at Beckman High School within the Irvine Valley College service area. In 2009, the Early College Program expanded to include El Toro High School in Lake Forest. The purpose of the Early College Program is provide high school students the opportunity to complete the first two years of college during their four years of high school study. High school students are enrolled in a systematically planned academic program taught by IVC instructors, which allows a cohort of high school students to earn an associate degree that coincides with the timing of their high school graduation.

Distance Education

Online Instruction

Irvine Valley College offers five Certificates of Achievement (COAs) and 35 Certificates of Proficiency (COPs) that can be earned entirely online. Coursework for other associate degrees and general education certifications, such as CSU/IGETC requirements, can be completed substantially through online courses offered by the College.

Table 8 outlines the number of sections offered at IVC over the last five years, disaggregated by instruction method type. In Fall 2015, online course offerings accounted for 12% of all sections offered at IVC, yielding a 45% increase in online sections offered compared to Fall 2011.

Table 8. Count of Sections Offered by Instruction Method

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom	1,097	1,179	1,213	1,273	1,271
Online	120	122	121	144	174
Other	15	12	12	13	19
Total	1,232	1,313	1,346	1,430	1,464

Source: SOCCCD inFORM Data Warehouse

Note: Classroom includes lecture, lab, lecture/lab combination, learning lab. Internet includes distance education offered 100% via internet and hybrid sections. Other includes directed study, discussion/seminar, field trip, other independent study, and work experience.

Between Fall 2011 and Fall 2015, online enrollments increased by 26%, from 4,722 to 5,948. In Fall 2015, online enrollments accounted for 14% of total course enrollments, with is a two percentage point increase compared to Fall 2011.

Table 9. Enrollment Counts by Instruction Method

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom	34,869	35,634	36,978	35,710	35,533
Online	4,722	4,855	4,536	4,969	5,948
Other	173	99	92	82	91
Total	39,764	40,588	41,606	40,761	41,572

Student Achievement Data

Course Completion Rates

Overall course completion rates have dropped slightly over the last three years (see Table 10). Course completion rates for African Americans have increased 4 percentage points. Course completion rates for Latinos have dropped 4 percentage points. Course completion rates for other ethnic groups have remained relatively stable. Over the last years, course completion rates for African Americans, American Indian/Alaskan Natives, Latinos, and Pacific Islanders have been substantially lower than the overall course completion rate at IVC. Course completion rates for males have been 3-4 percentage points lower than for females over the last three years. Course completion rates for current or former foster youth have been much lower than the overall course completion rate over the last three years. Course completion rates for Veterans have also been somewhat lower than the overall course completion rate. Lastly, course completion rates for online courses have been about 10 percentage points lower than for in person courses over the last three years.

Table 10. Course Completion by Student Subgroups

	Fall 2013		Fall 2014		Fall 2015	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Ethnicity						
Black or African American	980	60.6%	850	63.6%	872	64.7%
American Indian / Alaska Native	35	57.1%	23	69.6%	21	57.1%
Asian	11,418	76.6%	11,710	76.0%	11,764	75.5%
Hispanic or Latino	9,619	66.0%	9,772	63.1%	9,761	62.0%
More than one race	1,887	70.4%	2,004	71.4%	1,998	70.8%
Native Hawaiian / Pacific Islander	94	57.4%	92	51.1%	77	68.8%
Some other race	764	70.0%	784	67.5%	514	69.5%
White	13,241	73.5%	12,760	74.0%	12,616	73.5%
Gender						
Female	18,169	74.2%	18,246	73.1%	17,726	72.6%
Male	19,412	69.8%	19,164	69.6%	19,141	69.0%
Decline to State	457	69.6%	585	68.9%	756	69.0%
Special Populations						

	Fall 2013		Fall 2014		Fall 2015	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Current / former foster youth	39	33.3%	27	51.9%	33	33.3%
Individuals with disabilities	1,934	67.9%	1,895	68.0%	1,963	68.4%
Low-income students	1,790	73.9%	2,075	69.9%	2,648	70.3%
Veterans	649	64.6%	595	66.2%	570	61.6%
Delivery Method						
In person	33,501	73.0%	33,022	72.7%	31,696	72.1%
Internet	4,537	64.0%	4,973	61.9%	5,927	63.3%
Overall	38,038	71.9%	37,995	71.3%	37,623	70.7%

*Students who received services from CalWORKs, CARE or EOPS are considered as low-income.

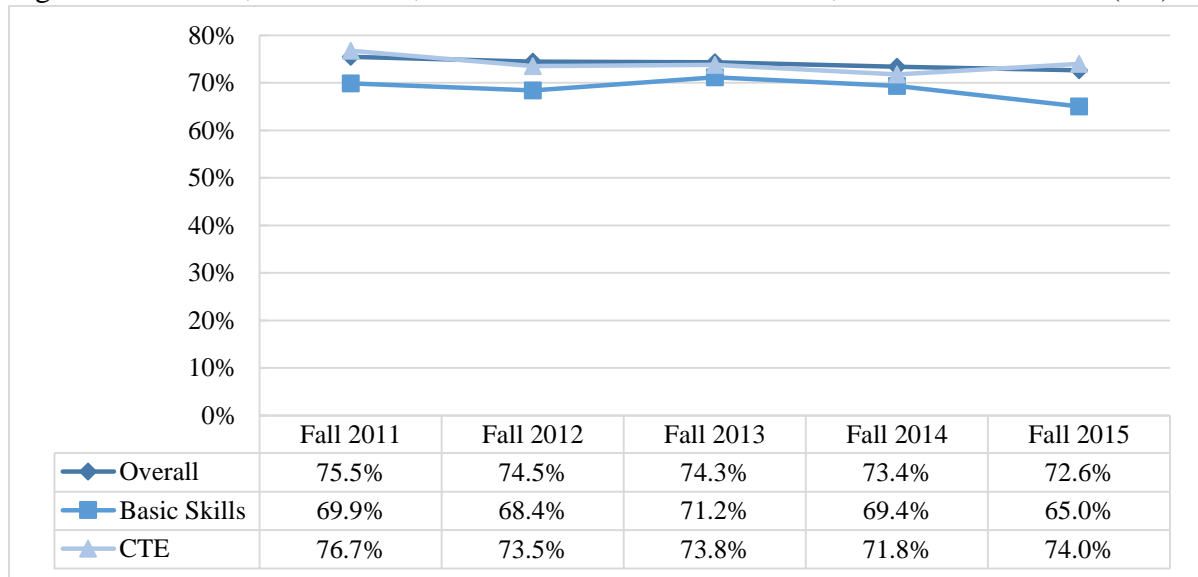
**Veterans do not include currently active duty students.



Overall, Basic Skills and CTE Course Success Rates

The overall course success rate (the percentage of students earning a “C” or better, excluding withdrawals) at Irvine Valley College declined slightly from 77% in Fall 2011 to 74% in Fall 2015. The course success rate for students in basic skills courses declined by five percentage points and in CTE courses by three percentage points.

Figure 19: Overall, Basic Skills, and CTE Course Success Rates, Fall 2009-Fall 2015 (N=)

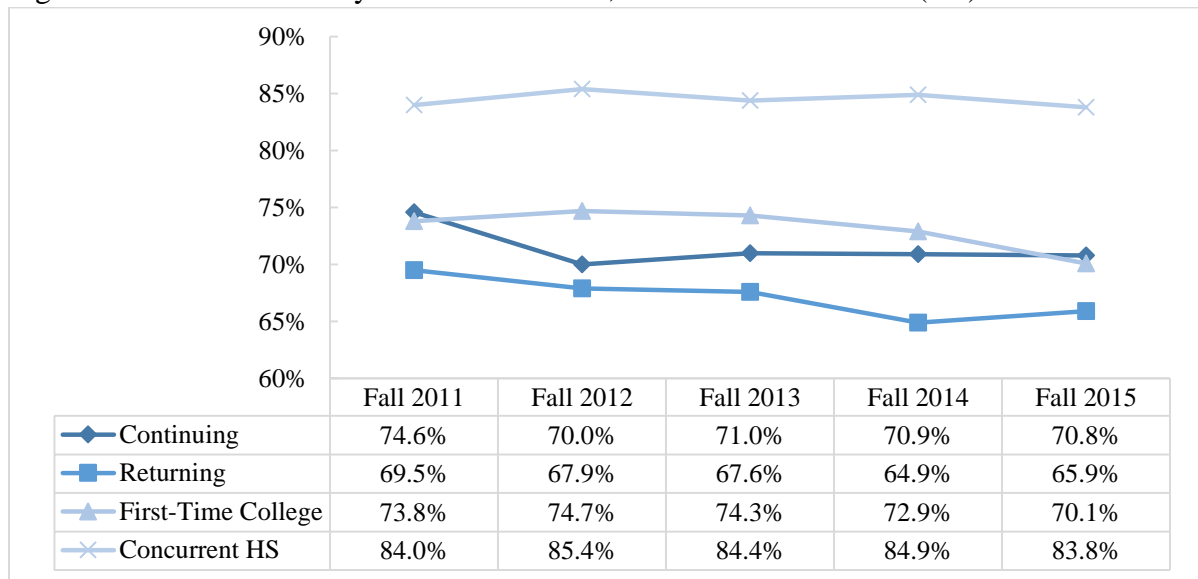


Source: SOCCCD inFORM Data Warehouse

Course Success Rates by Enrollment Status

The course success rate for continuing students declined from 84% to 71% between Fall 2009 and Fall 2015. The rate for returning students declined from 70% to 66% between Fall 2009 and Fall 2015. The rate for first time college students declined from 72% to 70% between Fall 2009 and Fall 2015. The rate for concurrent high school students remained steady at 84% between Fall 2009 and Fall 2015.

Figure 20: Success Rates by Enrollment Status, Fall 2011 to Fall 2015 (N=)

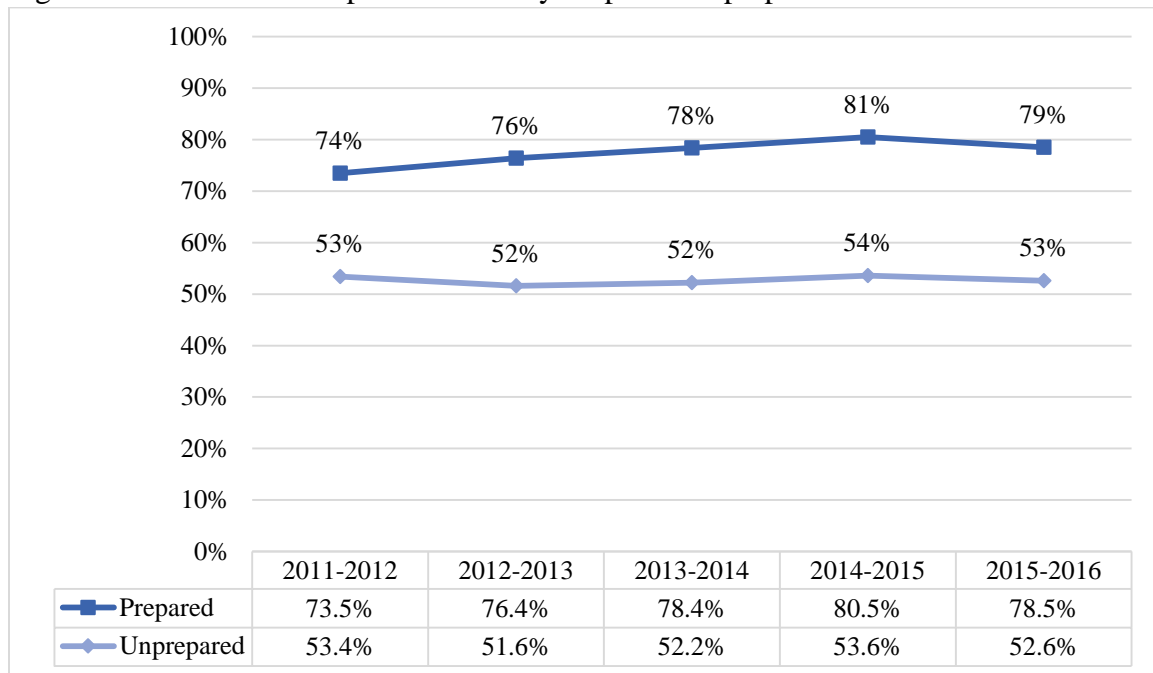


Source: SOCCCD inFORM Data Warehouse

Scorecard Completion Rate – Prepared versus Unprepared

While students who begin their English and math coursework at transfer-level achieve an 80% completion rate at IVC, students who are assigned to one or more remedial classes have completion rates that are nearly 30 percentage points lower. The realization that students who begin in transfer-level coursework are much more likely to transfer or to complete a degree or certificate than are students who are assigned to basic skills coursework has become a driving force in our strategic planning. The strategic objective of increasing completion and reducing the achievement gap has informed efforts at redesigning remedial sequences via models provided by the California Acceleration Project, guided pathways, and the Basic Skills Outcomes Transformation grant.

Figure 21. Scorecard Completion Rates by Prepared/Unprepared Status



Source: California Community Colleges Chancellor's Office, Student Success Scorecard

Persistence Rate

Outlined in Table 11 are percentages of first-time students who attempted any level of Math or English in the first three years of their college career at IVC and persisted by enrolling in the first three consecutive terms anywhere in the California Community College system. Persistence rates for all ethnicity groups increased over the five-year period, yielding an overall rate of 75% in 2009-10.

Table 11. Persistence by Ethnicity

	2005-06 (N=1,091)	2006-07 (N=1,192)	2007-08 (N=1,417)	2008-09 (N=1,632)	2009-10 (N=1,798)
African American	51.9%	61.5%	90.9%	76.0%	69.7%
American Indian/Alaska Native	66.7%	75.0%	50.0%	76.9%	--
Asian	63.6%	60.5%	66.9%	71.1%	76.3%
Filipino	62.9%	70.0%	69.7%	76.0%	86.3%
Hispanic	73.5%	67.8%	74.5%	71.3%	79.5%
Pacific Islander	60.0%	100.0%	50.0%	100.0%	--
White	73.6%	69.9%	71.8%	71.5%	75.5%

	2005-06 (N=1,091)	2006-07 (N=1,192)	2007-08 (N=1,417)	2008-09 (N=1,632)	2009-10 (N=1,798)
Overall	69.6%	67.9%	71.5%	71.6%	74.9%

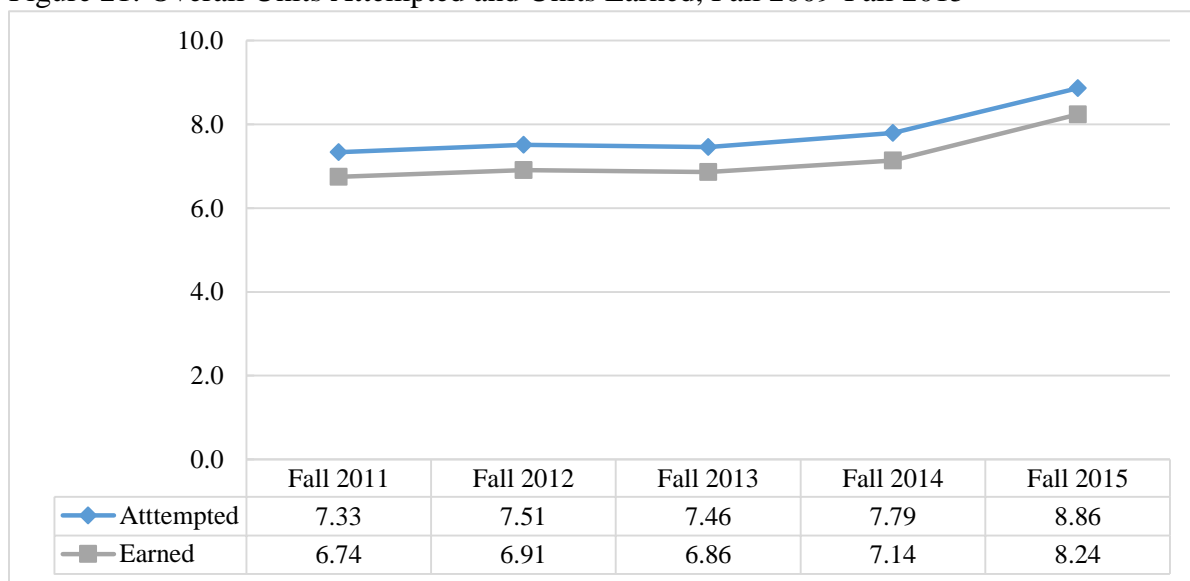
Source: California Community Colleges Chancellor's Office, Student Success Scorecard

Note: Percentages with cohorts with fewer than ten students are suppressed.

Overall Units Attempted and Units Earned

IVC students attempted an average of 8.86 units in Fall 2015, a 21% increase from an average of 7.33 units in Fall 2011. Similarly, the average number of units earned increased by 22% from 6.37 units in Fall 2011 to 8.24 units in Fall 2015.

Figure 21: Overall Units Attempted and Units Earned, Fall 2009-Fall 2015



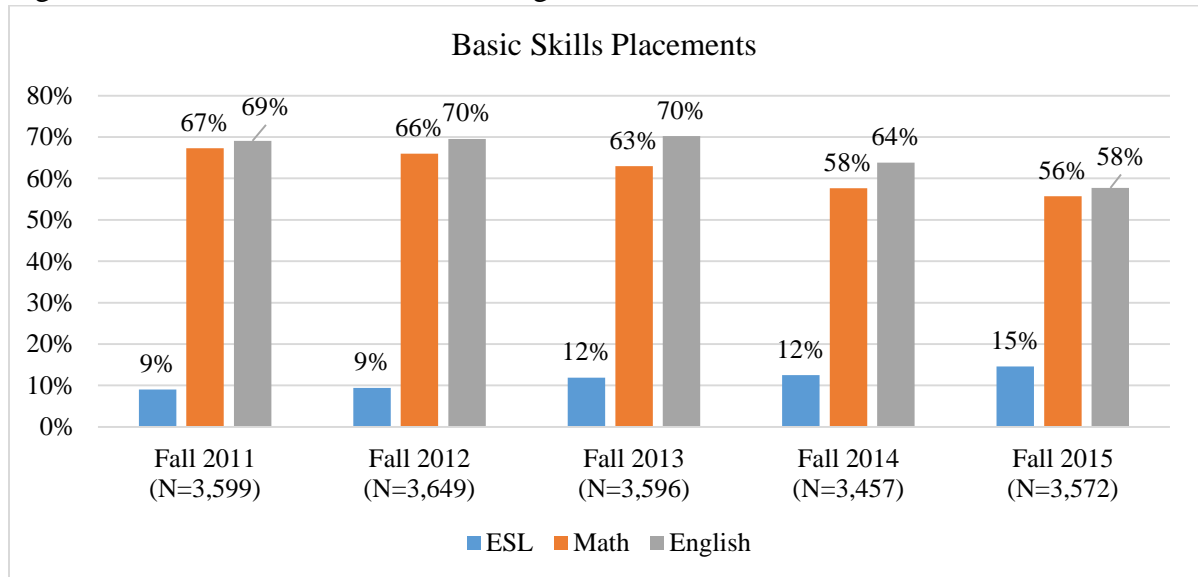
Source: SOCCCD inFORM Data Warehouse

College Preparedness

Figure 22 outlines the percentage of students who place into basic skills English, math, and English as a Second Language (ESL). Data provided are for new students who are first-time freshmen or new to South Orange County Community College District. Over the five-year period, placements into basic skills have decreased in math and English by 11 percentage

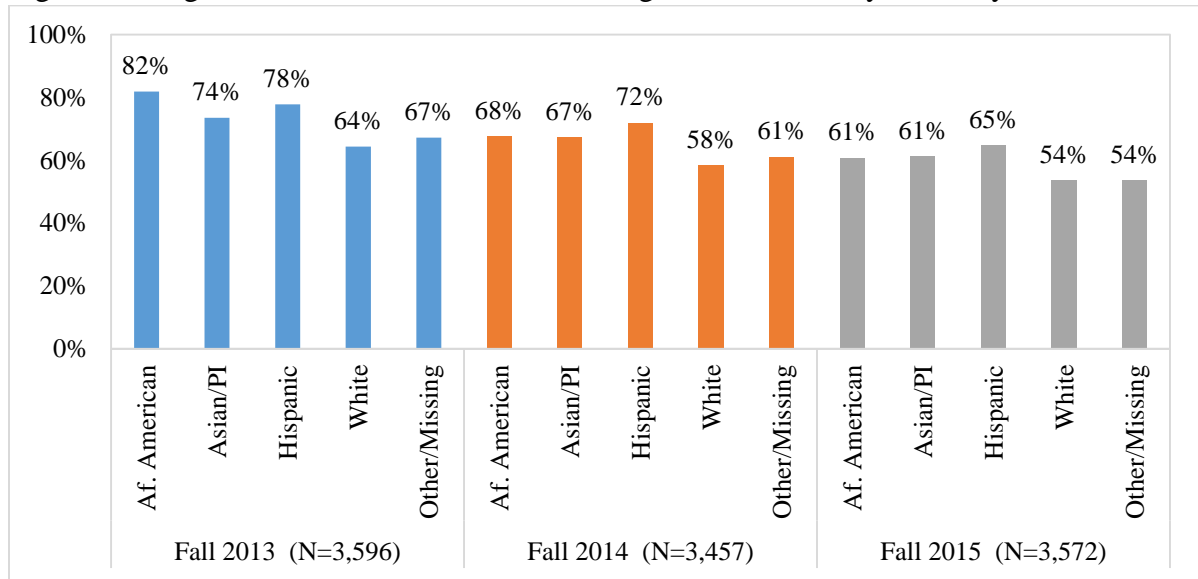
points each. ESL basic skills placements, however, have increased by six percentage points, from 9% in Fall 2011 to 15% in Fall 2015.

Figure 22. Basic Skills Placements among New Students

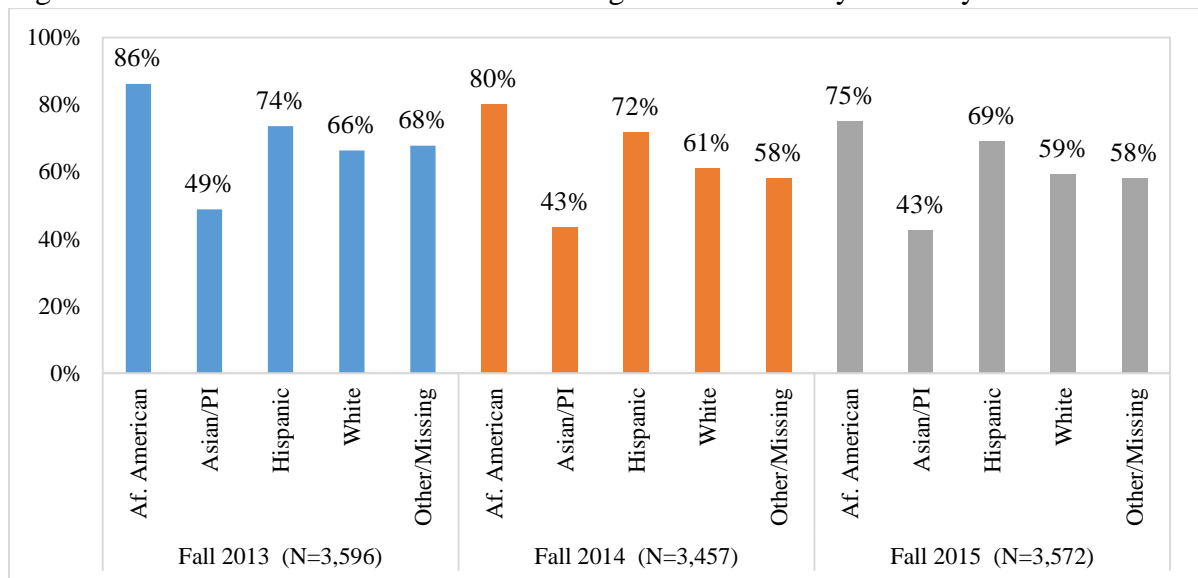


Source: SOCCCD inFORM Data Warehouse

The following three figures outline placements into English (Figure 23), math (Figure 24), and ESL (Figure 25) by ethnicity, focusing on new students. All ethnicity groups experienced a decline in basic skills placements between Fall 2013 and Fall 2015. Students who identified as African American were placing into remedial English at the highest rate (82%) in Fall 2011. In Fall 2015, however, Hispanic students had the highest percentage at 65%. For Math, African American students continued to have the highest basic skills placement (86% in Fall 2011, 75% in fall 2015). For ESL, however, Asian and Pacific Islander students consistently had the high placement into remedial courses. During the three-year period, ESL basic skills placements increased for this ethnicity subgroup by three percentage points and for white students by four percentage points. This increase in ESL basic skills placements may be attributed to the increased percentage of students taking ESL courses for conversational, life-long learning purposes without the intention of progressing into mainstream English.

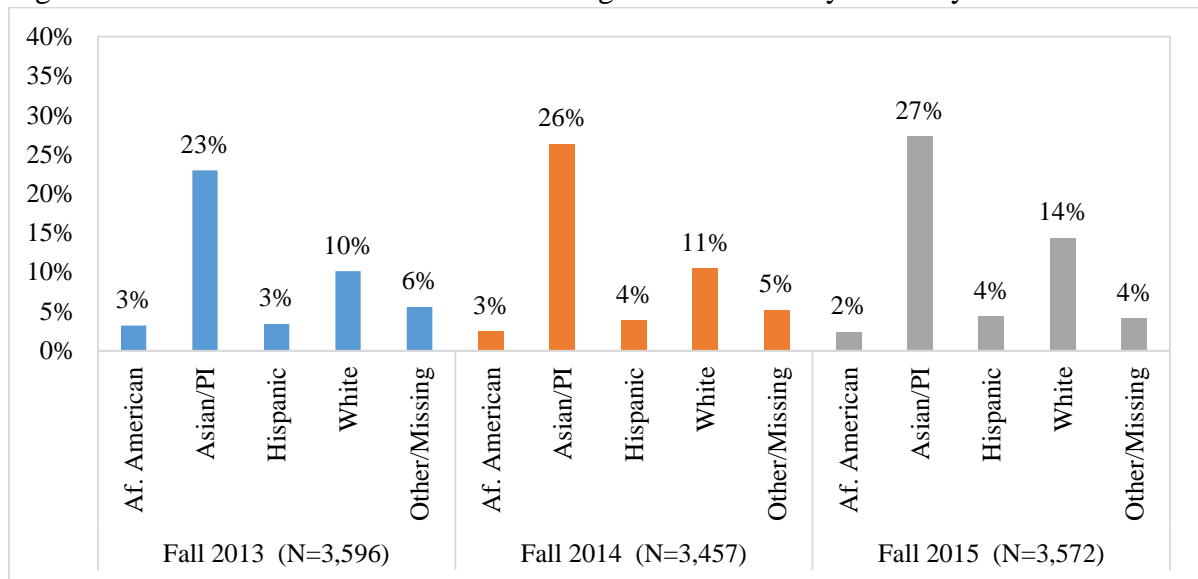
Figure 23. English Basic Skills Placements among New Students by Ethnicity


Source: SOCCCD inFORM Data Warehouse

Figure 24. Math Basic Skills Placements among New Students by Ethnicity


Source: SOCCCD inFORM Data Warehouse

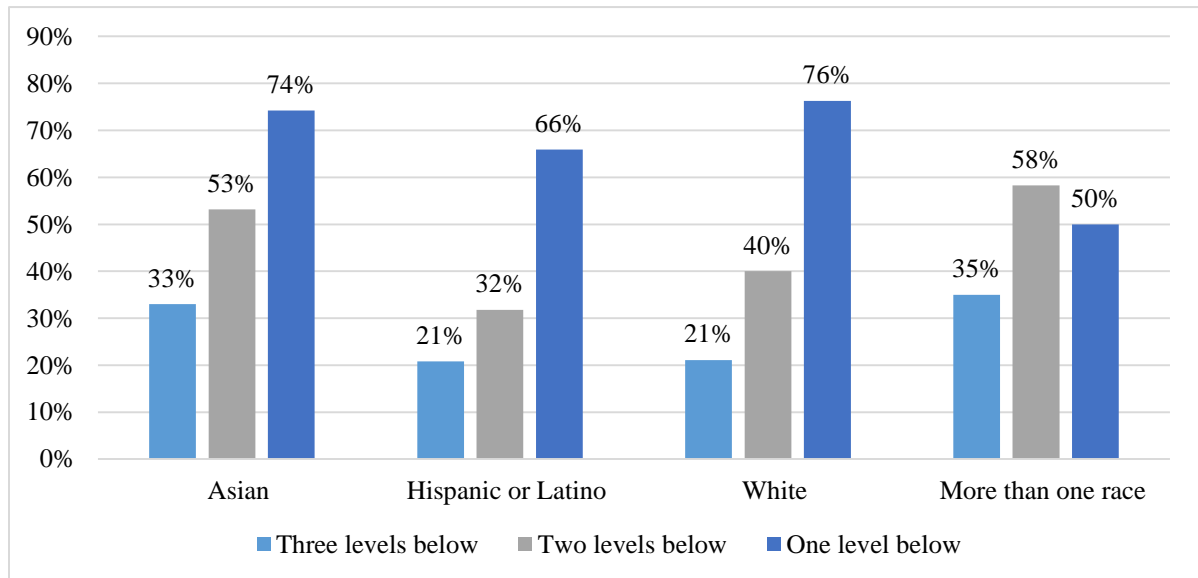
Figure 25. ESL Basic Skills Placements among New Students by Ethnicity



Source: SOCCCD inFORM Data Warehouse

Progression to the Next Level

In Figure 26 and Table 12, the percentage of students who were placed into basic skills English and successfully completed transfer-level English is displayed. Data is disaggregated by ethnicity. At three levels below, there are no substantial differences in throughput rate among the ethnicity groups. At two levels below, the throughput rate for African Americans and Latinos was substantially lower than the average throughput rate for all students. For students who placed into one level below, completion of transfer-level English is substantially higher, with a difference of over 50 percentage points for white students when comparing to outcomes for three levels below.

Figure 26. Transfer-Level English Completion by Level of English Basic Skills Placement


Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Note: Ethnicities with small sample sizes (<10) are not included in analysis.

Table 12. Transfer-Level English Completion by Level of English Basic Skills Placement

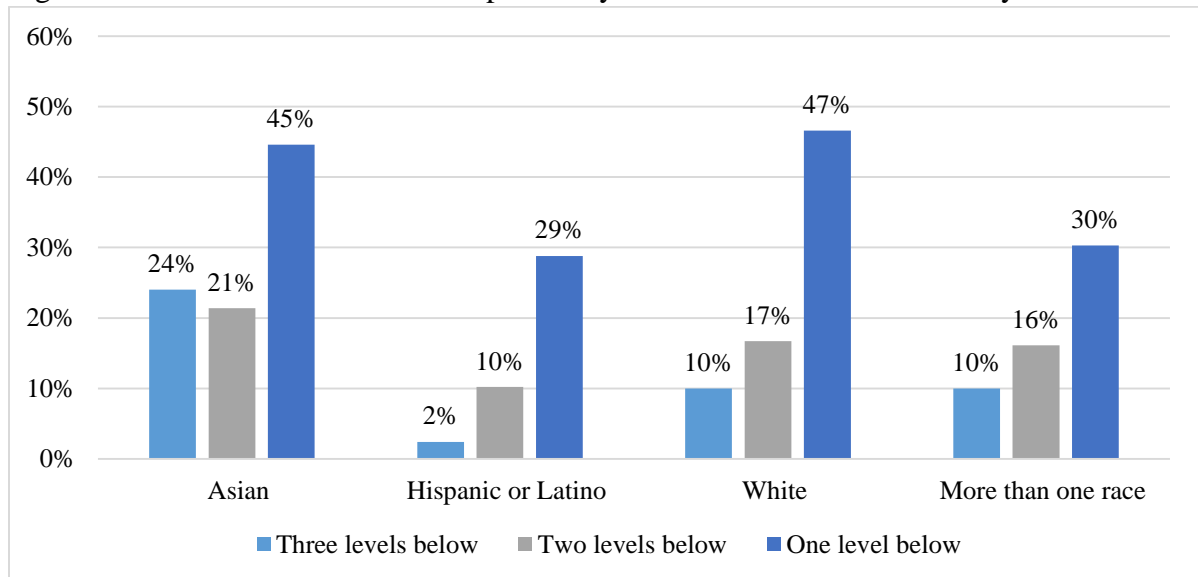
	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	7	28.6%	15	33.3%	6	83.3%
American Indian / Alaska Native	0	NA	0	NA	0	NA
Asian	94	33.0%	124	53.2%	66	74.2%
Hispanic or Latino	173	20.8%	170	31.8%	82	65.9%
More than one race	20	35.0%	24	58.3%	18	50.0%
Native Hawaiian / Pacific Islander	2	0.0%	3	66.7%	0	NA
Some other race	4	25.0%	8	12.5%	4	100.0%

	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
White	71	21.1%	130	40.0%	80	76.3%
Overall	370	24.9%	474	40.9%	256	71.1%

Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

In Figure 27 and Table 13, the percentage of students who were placed into basic skills math and successfully completed transfer-level math is displayed. At three levels below, the overall throughput rate was very low at 8%. Asian students (24%) had substantially higher throughput rates than other ethnicity groups. At two levels below, the overall throughput rate was higher at 14%, with Asian students (21%) again displaying higher throughput rates than other ethnicity groups. Latino students (10%) had somewhat lower throughput rates than other ethnicity groups. At one level below, similar trends are seen among the various ethnicity groups, but overall completion increases substantially to 39%.

Figure 27. Transfer-Level Math Completion by Placement Level and Ethnicity



Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker



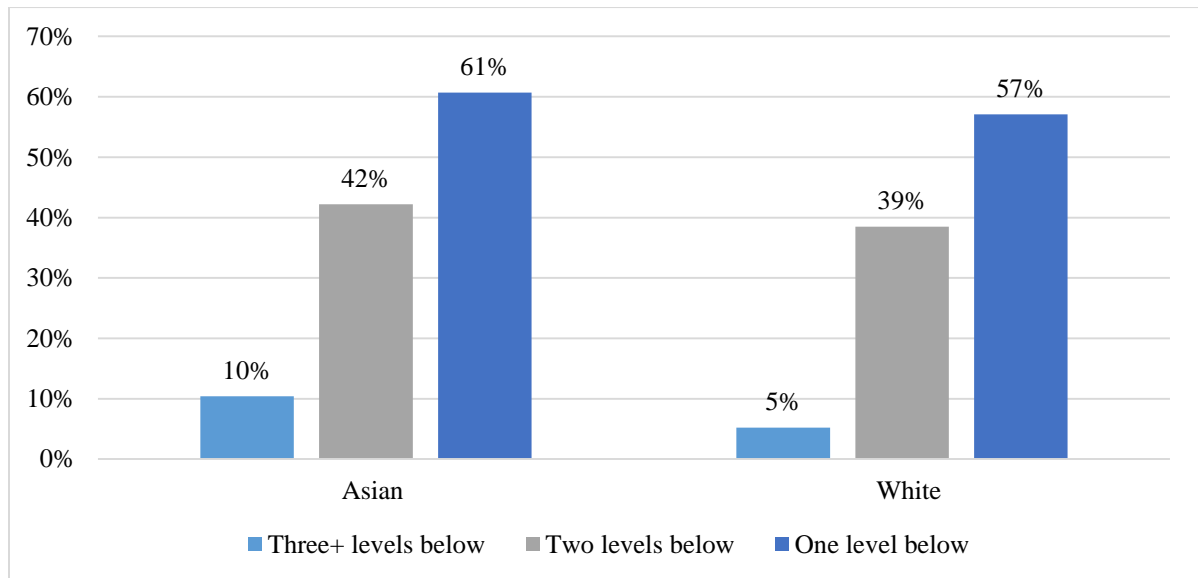
Table 13. Transfer-Level Math Completion by Placement Level and Ethnicity

	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	9	0.0%	13	0.0%	8	37.5%
American Indian / Alaska Native	1	0.0%	3	33.3%	0	NA
Asian	25	24.0%	70	21.4%	92	44.6%
Hispanic or Latino	82	2.4%	197	10.2%	177	28.8%
More than one race	10	10.0%	31	16.1%	33	30.3%
Native Hawaiian / Pacific Islander	1	0.0%	1	0.0%	1	100.0%
Some other race	5	0.0%	6	16.7%	5	100.0%
White	80	10.0%	162	16.7%	176	46.6%
Overall	213	8.0%	483	14.3%	492	39.2%

Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

In Figure 28 and Table 14, the percentage of students who were placed into basic skills ESL and successfully completed transfer-level English is displayed. Similar data trends are depicted, with completion rates increasing with each increased level of placement. Compared to an overall 9% completion rate when placed three or more levels below, students complete transfer-level English at a rate of 62% when placed only one level below.

Figure 28. Transfer-Level English Completion by Level of ESL Basic Skills Placement



Note: Ethnicities with small sample sizes (less than 10 per level) were not included in Figure.

Table 14. Transfer-Level English Completion by Level of ESL Basic Skills Placement

	Three + levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	4	0.0%	0	N/A	2	100.0%
American Indian / Alaska Native	0	N/A	0	N/A	0	N/A
Asian	260	10.4%	45	42.2%	28	60.7%
Hispanic or Latino	33	12.1%	7	0.0%	4	75.0%
More than one race	10	10.0%	2	0.0%	1	100.0%
Native Hawaiian / Pacific Islander	0	N/A	0	N/A	0	N/A
Some other race	7	0.0%	0	N/A	1	0.0%
White	155	5.2%	13	38.5%	14	57.1%

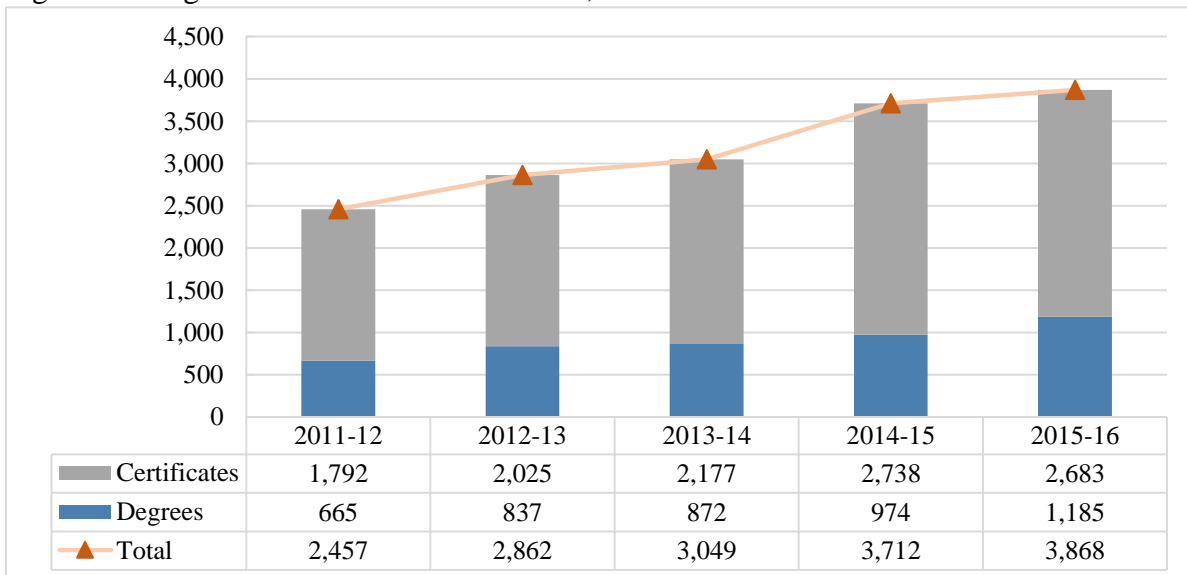
	Three + levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Overall	469	8.5%	67	35.8%	50	62.0%

Note: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Degrees and Certificates Awarded

In the 2015-16 academic year, Irvine Valley College awarded 1,185 Associate degrees, a 78% increase over the 665 degrees awarded in 2011-12. The number of certificates awarded during the five-year period additionally increased by 50% from 2,025 in 2011-12 to 2,683 in 2015-16.

Figure 29: Degrees and Certificates Awarded, 2011-2012 to 2015-2016



Source: SOCCCD inFORM Data Warehouse

When looking at degrees and certificates awarded by type, Certificate of Achievements were awarded most to students in 2015-16, an increase by 49% compared to 2011-12. Associate Degrees for Transfer also experienced substantial increases in degrees awarded during the five-year period, but this is due to the novelty of these specific awards. When examining all

other programs, Associate in Science degrees experienced the greatest increase of 128%, from 50 degrees awarded in 2011-12 to 114 in 2015-16.

Table 15. Count of Degrees and Certificates Awarded by Type

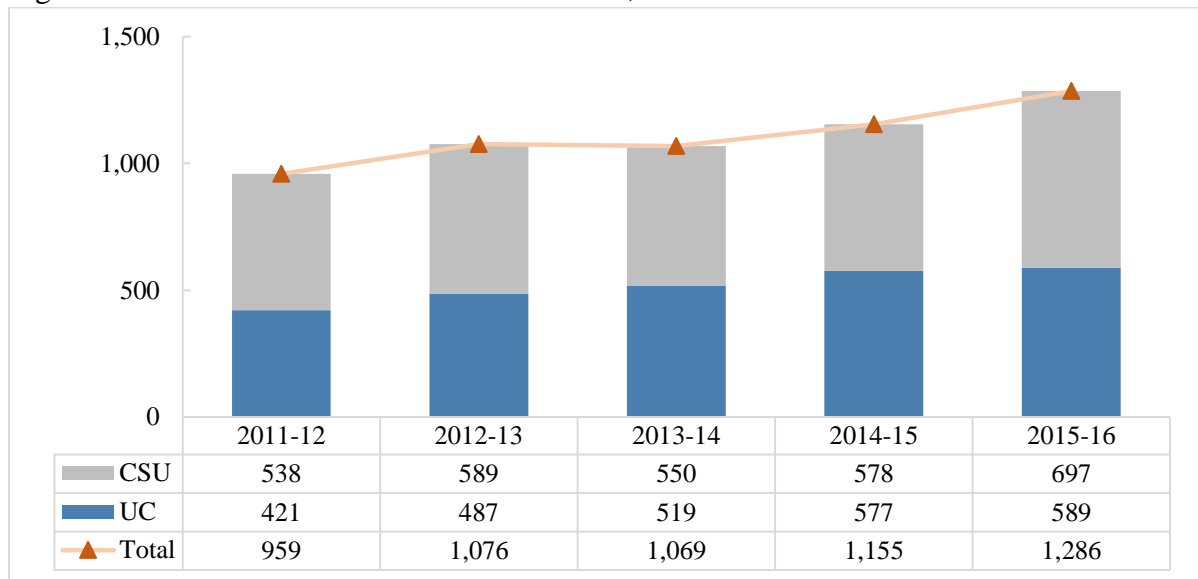
	2011-12	2012-13	2013-14	2014-15	2015-16
Associate in Arts	611	731	675	623	709
Associate in Arts - Transfer	4	34	68	101	156
Associate in Science	50	68	62	65	114
Associate in Science - Transfer		4	67	185	209
Certificate of Achievement	817	1,080	1,031	1,206	1,214
Certificate of Proficiency	197	213	196	296	298
Full Transfer Certification	705	686	900	1,166	1,065
Partial Transfer Certification	73	46	50	70	107
Total	2,457	2,862	3,049	3,712	3,872

Source: SOCCCD inFORM Data Warehouse

Transfers to UC and CSU

A total of 589 students transferred from IVC to the University of California system (UC) during the 2015-16 academic year, an increase of 40% over the 421 who transferred to the UC system during the 2011-12 academic year. Transfers to the California State University (CSU) system increased by 30% over the five-year period to 697 students. Overall, the number of students transferring to an in-state public four-year institution has increased with each passing year. Compared to 2011-12, the total number of transfers to either the UC or CSU systems have increased by 34%.

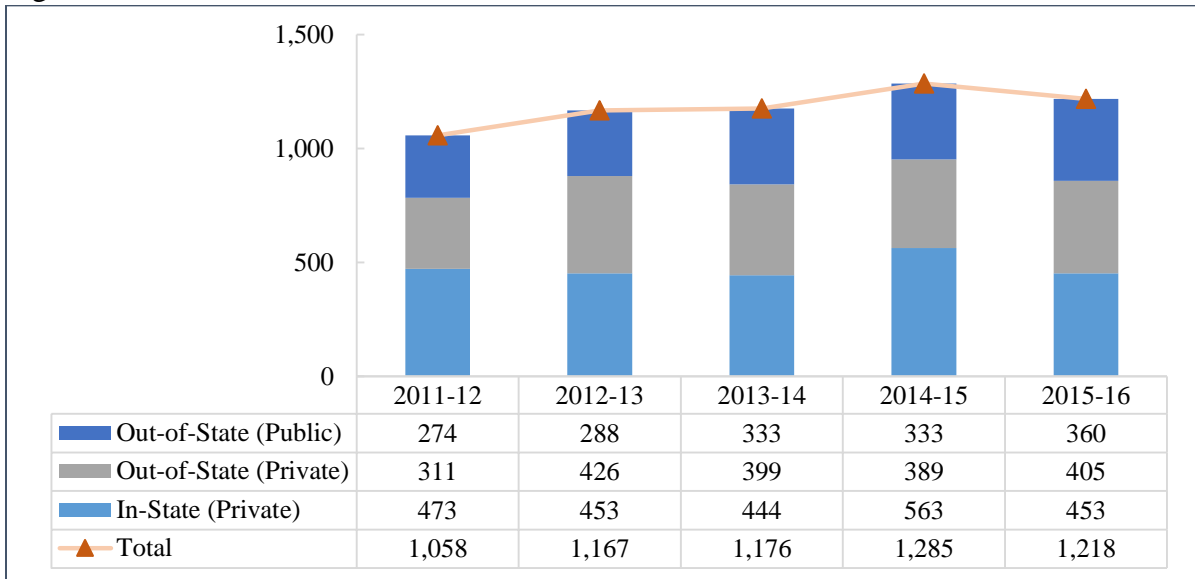
Figure 30: Number of Transfers to UC and CSU, 2011-12 to 2015-16



Source: SOCCCD inFORM Data Warehouse

Transfers to Other Institutions

Figure 31 outlines the number of students who transferred to a four-year institution other than a UC or CSU institution. Beyond UC and CSU transfers, in-state, private transfers are most common among IVC students. Compared to five years ago, the number of in-state, private transfers has decreased by 4% to 453 transfers in academic year 2015-16. Out-of-state transfers to both public and private institutions, however, have increased by 31% and 30%, respectively. Overall, transfers to in-state, private and out-of-state institutions have increased by 15% to 1,218 in 2015-16.

Figure 31: Number of Transfers to Other Institutions, 2009/2010-2015/2016


Source: SOCCCD inFORM Data Warehouse



Institution-set Standards

To support the College's mission through continuous assessment of student learning and student outcomes, Irvine Valley College has established Institution Set Standards (ISS) for course completion, degree and certificate completion, and transfer to four-year institutions. The College has established a methodology to propose standards at one standard deviation below the average. Proposed standards are reviewed and set after extensive discussion based on their feasibility and rigor, given the College's current efforts to support and increase student learning and achievement. Consequently, set standards are not exact calculations following the established methodology.

Course Completion

Course completion rates between 2005-2006 and 2014-2015 experienced small annual differences, with rates ranging from 73% to 77%. Rates peaked in the middle of this 10-year period at 77% in 2009-10 and 2010-11. This coincides with the increase in IVC enrollments resulting from the economic downturn. With a 10-year average of 75%, the College set its course completion rate standard at 72%.

Degree/Certificate Completion

Degrees and certificates are analyzed based on unduplicated counts, and standards are established based on three-year averages. Because students can earn more than one degree and/or certificate, students are counted only once (unduplicated) for each metric measured. The number of students over the last 10 years have increased substantially by 96% and continues to increase based on the last three years of data. Certificates have remained steadier in comparison, with a three-year average of 109.

Transfer

Using data provided by National Student Clearinghouse, students are tracked following their attendance from IVC. The year of the first semester of attendance at the four-year institution is used to report the transfer year. With a statewide ranking of #2 in transfer rate, IVC focuses its efforts heavily on transferring students to four-year universities. The number of students transferring to in-state public, in-state private, and out-of-state institutions increase



each year, reaching an all-time high of 2,434 the most recent year. IVC continues to develop partnerships with local universities, such as the Accounting program “GAP 4+1” with Cal State University, Fullerton. These ongoing efforts will support a continued increase in transfers from IVC to four-year institutions.

Table 16. Irvine Valley College Institution Set Standards

Data Element	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average*	IVC Standard**
Course Completion Rate	73%	74%	75%	76%	77%	77%	76%	76%	76%	75%	75%	72%
Degrees Awarded	412	340	365	429	604	619	653	809	764	808	794	770
Certificates*** Awarded	101	73	70	106	118	121	105	101	98	127	109	100
Degrees / Certificates Awarded - <i>Unduplicated</i>	503	407	426	525	709	725	746	895	851	913	886	850
Transfers	1,408	1,414	1,403	1,598	1,841	1,933	2,022	2,250	2,271	2,434	2,182	2,000
*Calculations for averages vary by data element. Averages for course, degree/certificate, and transfer data are calculated based on the last 10, 3, and 5 years, respectively. **TVC standards are proposed at one standard deviation below the average, which are reviewed for feasibility and rigor given current college-wide efforts. Set standards, consequently, are not exact per the established methodology to set standards. ***Only Chancellor's Office approved Certificates of Achievement are included in counts and the College's ISS.												

Job Placement

Irvine Valley College has used the results of the Career Technical Education Outcomes Survey (CTEOS) to provide data on employment for its certificates and programs. The survey allows the college to assess whether the respondents are employed in the field for which they prepared at college. This information has become an important part of regular Program Review process, as well as the biennial CTE review. While the college also uses EMSI Data Analyst to prepare labor market reports for CTE programs, results from the CTEOS are valuable in that they are directly related to the experiences of the college's program graduates. Moreover, CTEOS data complements the larger scale information by allowing the college to focus on the work histories and post-graduation experiences of CTE alumni.

Table 17. Job Placement Rates for Students Completing Certificate Programs and CTE Degrees

Program	Award Type	CIP Code	Inst. Set Standard	Job Placement Rate	
				2012-13	2013-14
Accounting	AS	52.03	70%	70%	75%
Accounting	COA	52.03	70%	77%	79%
Computerized Accounting	COP	52.03	70%	91%	89%
Child Development	AS	19.07	70%	100%	91%
Financial Accounting	COP	52.03	70%	83%	86%
Payroll	COP	52.03	70%	75%	75%
Income Tax	COP	52.15	70%	88%	90%
Spreadsheets	COP	11.03	40%	50%	52%
Paralegal Studies	COP	22.03	70%	--	100%

Source: 2015 and 2016 ACCJC Annual Reports

Integrated Postsecondary Education Data System (IPEDS) Data Analysis

Irvine Valley College has evaluated achievement data from a variety of resources, including IPEDS data. The Office of Research, Planning and Accreditation works with the Chancellor's Office and District Services to review IPEDS data submissions and to complete IPEDS data surveys regularly. As part of the strategic planning process, the College and the District reviewed a number of completion metrics, including IPEDS 150% and 200% completion metrics [[Completion White Paper v.1.61](#)]. Ultimately, it was decided to use the Chancellor's Office Scorecard completion metric in the Districtwide Strategic Plan. One reason for focusing on the Scorecard's completion metric was that it includes transfer as an outcome whereas the IPEDS graduation rate includes only certificates and degrees, transfer being captured in another number. The IPEDS graduate rate is also calculated only for cohorts of students who are full-time in their first term. Because the majority of IVC students are not full-time students, the Scorecard cohort definition is more inclusive. Finally, the time frame of the Scorecard definition is longer which fits better with the typical trajectory of mostly part-time students where we see many completions in the fourth, fifth and sixth year after initial entry. Moreover, by focusing on this metric, which is required to be shared with the Board of Trustees annually, the District and the College have improved communication and increased clarity regarding institutional goals, objectives, and targets.

Table 18: Integrated Postsecondary Education Data Metric

IPEDS Metric	AY 2013-14	AY 2014-15	AY 2015-16
All completers (unduplicated)	1,087	1,468	1,526
Less than 1-year certificates	91	261	281
At least 1 but less than 4-year certificates	892	1,060	1,059
Associate's degrees	743	798	932
Award, certificate (less than 1 AY)	211	323	328
Award, certificate (at least 1 but less than 2 AY)	976	1,080	1,078
Associate's degree	818	973	1,170
150% completion rate	36.0%	37.7%	39.3%
Transfer-out rate	17%	17%	16%
200% completion rate	43.0%	46.0%	48.0%
100% completion rate	17%	17%	20%

Still IPEDS data provides a useful perspective. For instance one can see that graduation rates have been trending up from the 2013-14 academic year to the 2015-16 academic year, while transfer rates have been slightly down – a trend mirrored in the disaggregated Scorecard data

that is reported to the Board of Trustees. It is also useful to see that efforts to increase financial aid uptake have been succeeding, as the percentage of students with Pell grants has steadily increased over the past three years. All of this data is also available in MIS reporting and on the data warehouse, data sources that are generally preferred as they allow for further disaggregation and statistical analysis.

Table 19: Integrated Postsecondary Education Data Metric

IPEDS Metric	Fall 2013	Fall 2014	Fall 2015
Total fall enrollment	13,362	13,157	13,183
Fall enrollment full-time	4,495	4,659	4,623
Percentage full-time	34%	35%	35%
Fall enrollment part-time	8,867	8,498	8,560
Percentage part-time	66%	65%	65%
First-time full-time degree seeking	1,294	1,386	1,505
First-time degree seeking	2,529	2,391	2,497
Transfer-in degree seeking	1,479	1,477	1,387
Non-degree/certificate seeking	1,637	1,535	1,684
Total entering students	4,736	4,512	4,586
First-time full-time cohort retention	79%	79%	78%
First-time part-time cohort retention	50%	54%	48%
Percent of students with a Pell Grant	12%	14%	16%
Number of students with a Pell Grant	1,651	1,898	2,116
Percent of students with federal student loans	1%	1%	1%
Number of students with federal student loans	195	187	176
3-year federal student loan default rate	14.7%	8.9%	12.7%

IPEDS data is congruent with other college-derived reports and with Scorecard data as it is derived from MIS submissions and survey responses prepared by the Research Office. Where there are differences in rates and numbers it is usually due to different definitions and/or timeframes being used. For example the annual number of certificates completed reported by IPEDS is much higher than the annual number of certificates used in establishing IVC's institutional-set standards. That is because the ISS for number of certificates is only based on CTE or gainful employment certificates and IVC awards a large number of general education certificates, such as the Intersegmental General Education Transfer Curriculum (IGETC) certificate.

Organization of Self Evaluation Process

Background

The self-evaluation process at Irvine Valley College (IVC) is overseen by the Strategic Planning and Accreditation Council (SPAC), created in 2013 as the highest level participatory governance group at the campus. SPAC works in concord with two on-going workgroups: The Strategic Plan Oversight Work Group (SPOWG) and the Accreditation Oversight Work Group (AOWG). These work groups are responsible for integration and reconciliation of the planning recommendations forwarded from the strategic planning committees.

Preparation for the self-evaluation process began in Fall 2014. AOWG proposed a draft work group membership, comprised of leadership broadly representing the campus. The Academic Senate approved and SPAC adopted the proposal. Work group membership has been modified to reflect changes in personnel assignments and interests while remaining broadly representative of the campus community. A member of the faculty was appointed as the accreditation self-evaluation writer, to assist the workgroups with editing, proofreading, consistency, and, if needed, writing the drafts.

Since 2014, the college has had college representatives attending accreditation institutes and workshops to facilitate a deeper understanding of the purpose peer review and self-evaluation in the accreditation process. Several members of the college community have served on accreditation evaluation teams, bringing back to the campus useful insights and advice during the process.

In August 2015 AOWG presented an accreditation timeline ([N.1.1](#)) and held an Accreditation Think Tank during fall professional development week. During the Accreditation Think Tank, members of the campus community were introduced to the four accreditation standards and asked to provide input, including stories and examples of evidence, on institutional compliance with the standards. That material became the starting point for the work of the Accreditation Mini Retreats, held in September 2015 ([N.1.2](#)). During the Accreditation Mini Retreats, members of the standards work groups came together for the first time to delve deeply and systematically into each standard and sub-section over a three-hour period. The Accreditation Mini Retreats served as kick-offs for a series of meetings by each standard subsection workgroup that took place during fall 2015 and spring 2016.

To assist the workgroups, the college's Research and Accreditation Office provided a template that aligns the guiding questions from the *Guide to Evaluation and Improving*

Institutions, July 2015 with a draft narrative and evidence ([N.1.3](#)). These templates became the basis for the standards drafts.

The timeline presented during fall 2015 flex week called for the workgroups to produce outline templates and a first draft of the narrative during fall 2015. Spring 2016 would see the workgroups finalize narratives. Summer 2016 was to be devoted to checking evidence and editing the self-evaluation. A college-wide review and work archiving the evidence would be completed during Fall 2016 ([N.1.4](#)).

The Board of Trustees has supported and assisted the accreditation process. In fall 2015, members of the board attended accreditation update sessions during professional development week and the mini retreats. The accreditation liaison officers of Irvine Valley College and Saddleback College made joint accreditation updates to the Board of Trustees in October 2015 and October 2016. A near final draft of the self-evaluation report was presented to the Board of Trustees for acceptance in November 2016.

The campus community and public engaged in reviews of the self-evaluation draft during October and November 2016. A two-week campus-wide review and comment period on the self-evaluation report commenced on October 5, 2016, followed by five afternoon editing sessions attended by faculty, staff and administrators. An additional review and comment period of the revised draft commenced on October 24, 2016. This review period included a Third Party Comment Forum and external accreditation webpage launch on October 25, 2016.

The organization of the self-evaluation was designed to be as inclusive as possible and to empower members of the faculty to participate and take ownership of the analysis, writing and evidence gathering that are requisite parts of a self-study. All standards workgroups had faculty co-chairs appointed by the Academic Senate, most serving continuously from fall 2015 to fall 2016.



Table 1. SPAC/AWOG Memberships

STRATEGIC PLANNING AND ACCREDITATION COUNCIL	MEMBERS
President, Irvine Valley College (co-chair)	Glenn Roquemore
President, Academic Senate (co-chair)	Kathy Schmeidler
Interim Vice President, Instruction	Chris McDonald
Vice President, Student Services	Linda Fontanilla
Vice President, Administrative Services	Davit Khachatryan
All Deans	All Deans (8)
Vice President, Academic Senate	Bob Urell
Academic Senate	Stephen Felder
Academic Senate	Tiffany Tran
Classified Senate	Karen Martin
Director, Facilities and Maintenance	Jeff Hurlbut
Director, Research, Planning and Accreditation	Craig Hayward
Chief of Police	Will Glenn
Executive Director, Foundation	Elissa Oransky
Executive Director, Creative Services	Diane Oaks
Director, Technology Services	Bruce Hagan

Table 2: AOWG Membership

ACCREDITATION OVERSIGHT WORK GROUP (AOWG)	MEMBERS
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Academic Senate President (Co-Chair)	Kathy Schmeidler
Academic Senate Representative	Bill Etter
Accreditation Liaison Officer (ALO)	Chris McDonald
Coordinator, Distance Education	Roopa Mathur
Coordinator, Distance Education	Meredith Dörner
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean of Social and Behavioral Sciences (ALO designee)	Traci Fahimi
President, Classified Senate	Karen Martin
Vice President for Student Services	Linda Fontanilla



Table 3: Standard I Work Group Membership

STANDARD I WORK GROUP	MEMBERS
President, Academic Senate (Co-Chair)	Kathy Schmeidler
Interim Vice President, Instruction (Co-Chair)	Chris McDonald
Director, Research, Planning and Accreditation	Craig Hayward
Director, Marketing, Communications & Broadcasting	Diane Oaks

Table 4: Standard I.A Work Group Membership

STANDARD I.A WORK GROUP	MEMBERS
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Academic Senate (Co-Chair)	Kathy Schmeidler
Classified Senate	Brittany Ramchandani
Director, Marketing, Communications & Broadcasting	Diane Oaks

Table 5: Standard I.B Work Group Membership

STANDARD I.B WORK GROUP	MEMBERS
President, Academic Senate (Co-Chair)	Kathy Schmeidler
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Classified Senate	Lisa Wang
Coordinator, Student Learning Outcomes	Cheryl Delson

Table 6: Standard I.C Work Group Membership

STANDARD I.C WORK GROUP	MEMBERS
Dean, Enrollment Services (Co-Chair)	Arleen Elseroad
Chair, Academic Affairs (Co-Chair)	Brett McKim
Classified Senate	Nathan Quach
Dean, Student Services	Liz Cipres
Registrar, Admissions & Records	Ruben Guzman



Table 7: Standard II Work Group Membership

STANDARD II WORK GROUP	MEMBERS
Coordinator, Student Learning Outcomes (Co-Chair)	Cheryl Delson
Vice President, Student Services (Co-Chair)	Linda Fontanilla
Academic Senate	Roopa Mathur
Academic Senate	Brooke Choo
Academic Senate	Chris Loeffler
Chair, Curriculum	Diana Hurlbut
Classified Senate	Joe San Juan
Dean, Admissions & Records	Arleen Elseroad
Director, Research, Planning & Accreditation	Craig Hayward
Director, Student Life	Cessa Heard
President, Academic Senate	Kathy Schmeidler



Table 8: Standard II.A Work Group Membership

STANDARD II.A WORK GROUP	MEMBERS
Academic Senate (Co-Chair)	Cheryl Delson
Dean, Social and Behavioral Sciences (Co-Chair)	Traci Fahimi
Academic Senate	Jeff Kaufman
Academic Senate	Rebecca Beck
Academic Senate	Chris Loeffler
Academic Senate	Ben Mis
Academic Senate	Pat Beckman
Chair, Curriculum	Diana Hurlbut
Classified Senate	Lisa Wang
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean, Business Science, Online & Extended Education	Cathleen Greiner
Dean, Economic & Workforce Development	Corine Doughty
Instructional Technologist/Classified Senate	Joe San Juan
Interim Vice President for Instruction	Chris McDonald

Table 9: Standard II.B Work Group Membership

STANDARD II.B WORK GROUP	Standard II.B Members
Academic Senate (Co-Chair)	Cheryl Delson
Dean, Liberal Arts (Co-Chair)	Karima Feldhus
Academic Senate	Anthony Lin
Academic Senate	Brooke Choo
Academic Senate	Roopa Mathur
Academic Senate	Celina Lee
Academic Senate	Joel Sheldon
Academic Senate	Jeff Wilson
Dean, Online & Extended Education	Cathleen Greiner
Director, Technology Services	Bruce Hagan
Academic Senate	Ben Mis
Classified Senate	Julie Scholl

Table 10: Standard II.C Work Group Membership

STANDARD II.C WORK GROUP	MEMBERS
Vice President, Student Services (Co-Chair)	Linda Fontanilla
Academic Senate (Co-Chair)	Robert Melendez
Academic Senate	Tiffany Tran
Assistant Dean, Financial Aid and Student Support Services	Ken Lira



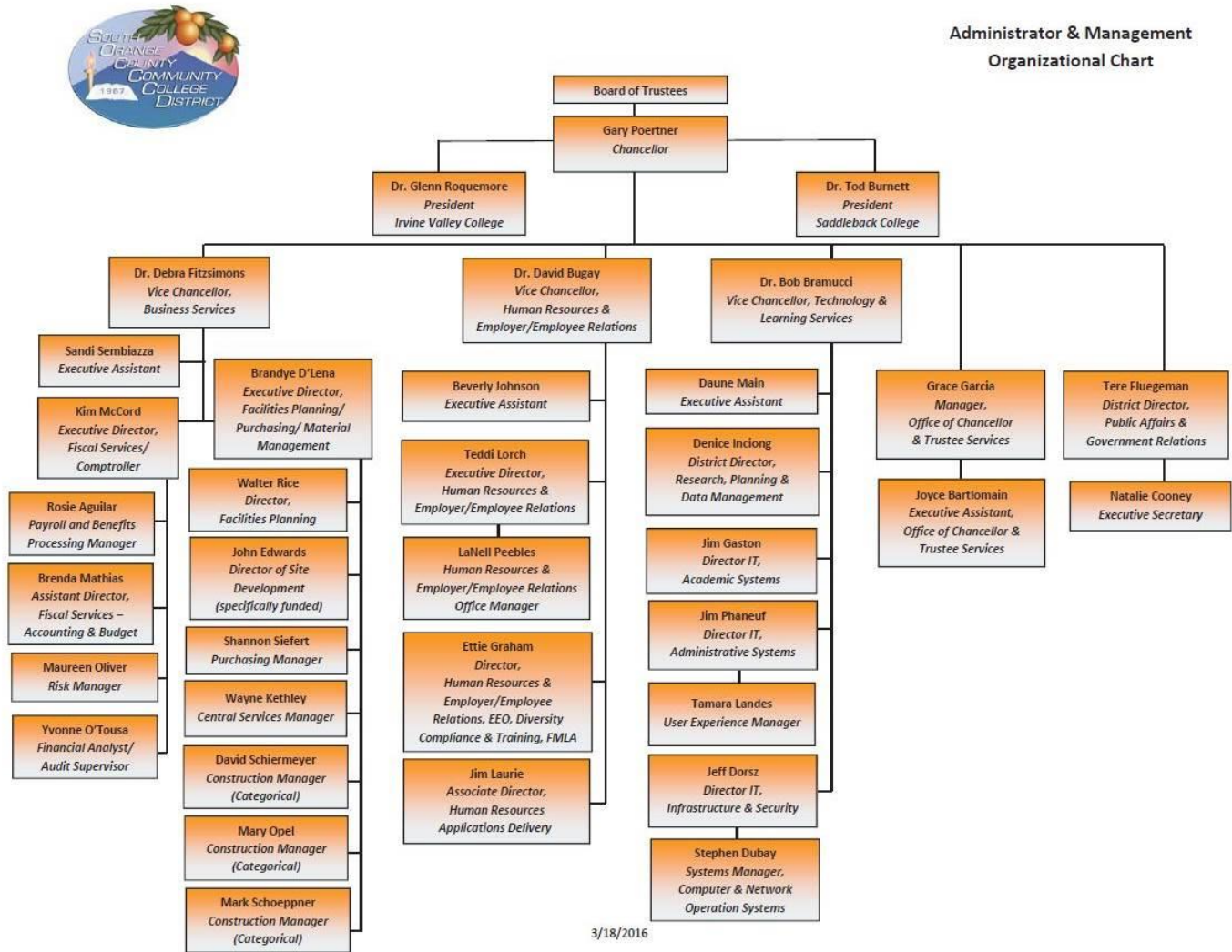
STANDARD ILC WORK GROUP	MEMBERS
Classified Senate	Maria Nunez
Dean, Enrollment Services	Arleen Elseroad
Dean, Student Services	Liz Cipres
Director, Child Development Center	Becky Thomas
Director, Health and Wellness and Veterans Services Center	Nancy Montgomery
Director, International Student Program	Christina Delgado
Director, Student Life	Cessa Heard
Interim Director, Outreach and Recruitment	Dennis Gordon
Registrar	Ben Guzman

Table 2: Standard III Work Group Membership

STANDARD III WORK GROUP	MEMBERS
Vice President, Administrative Services (Co-Chair)	Davit Khachatryan
Vice President, Academic Senate (Co-Chair)	Bob Urell
Academic Senate	Mark McNeil
Academic Senate	Kathy Schmeidler
Academic Senate	June McLaughlin
ASIVC	Safar Mahmadv
Classified Senate	Brian Kim
Registrar, Admissions & Records	Ben Guzman

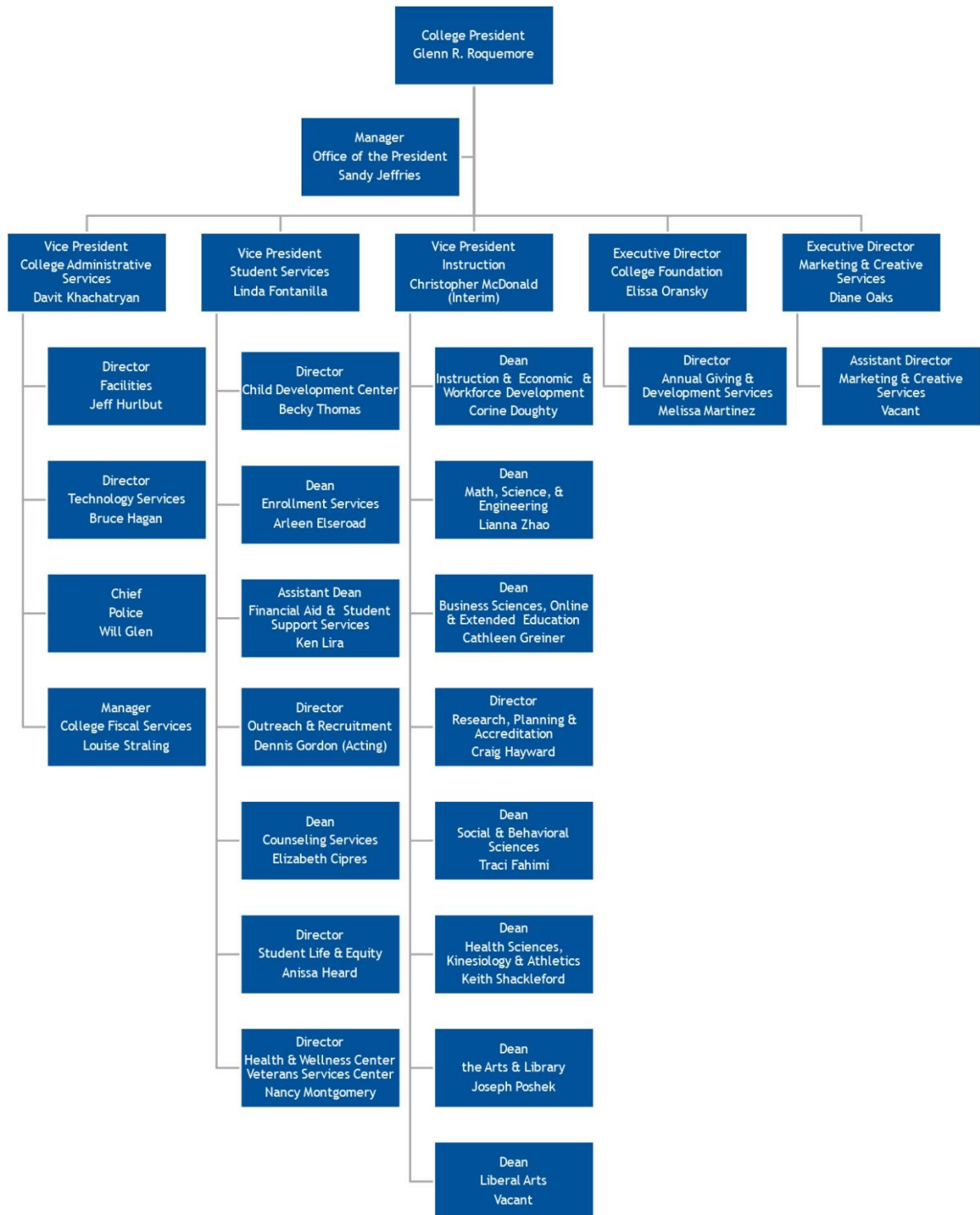
Organizational Charts/Function Maps

South Orange County Community College District Management Organizational Chart





Irvine Valley College Management Organizational Chart



District Function Map

Link to updated Function Map Pending

Certification of Continued Compliance with Eligibility Requirements

1. Authority

Irvine Valley College (IVC) is a public two-year community college operating as a post-secondary educational institution to award degrees and certificates under the authority of the State of California ([N.1.5](#)), Department of Education, the Board of Governors of the California Community Colleges. The College is one of 113 institutions within the California Community College system. IVC is governed locally by an elected Board of Trustees for the South Orange County Community College District. The College was accredited in 1988 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of School and Colleges (WASC) and has continuously maintained accredited status ([N.1.6](#)).

2. Operational Status

In Fall 2015, Irvine Valley College served 13,828 students ([N.1.7](#)), with 91% of course enrollments in credit courses ([N.1.8](#)). Over three-fourths of students declared an educational goal to transfer or obtain an associate degree or certificate ([N.1.9](#)). In Academic Year 2015-16, IVC awarded a total of 1,185 Associate degrees and 2,683 certificates ([N.1.10](#)).

3. Degrees

In Academic Year 2015-2016, Irvine Valley College (IVC) offered 80 Associate of Arts and Associate of Science Degrees, of which include 23 state-approved Associate Degrees for Transfer to the Cal State University (CSU) System ([N.1.11](#)). To obtain an Associate in Arts or Associate of Science Degree, students must complete a minimum of 60 units of credit, pass all applicable program courses with a grade “C” or better, maintain a grade point average of 2.0 or higher, and complete general education requirements ([N.1.12](#)). Associate

Degrees for Transfer have the same requirements, with the exception that students must complete 60 CSU-transferable units.

IVC also offers 63 Certificates of Achievement (state-approved program) and Certificates of Proficiency (locally approved program). To earn a certificate, students must complete all required coursework with a grade “C” or better and complete a minimum of 12 units at IVC. For certificates with a total unit requirement being less than 12, students are required to complete all units at IVC. Degree and certificate requirements are detailed in the College Catalog ([N.1.13](#), [N.1.14](#)).

To ensure education offerings promote students’ opportunity to obtain a degree or certificate, 1,290 credit sections were offered and 91% of IVC students enrolled in at least one of the offered credit sections in Fall 2015 ([N.1.8](#)).

4. Chief Executive Officer

The South Orange County Community College District (SOCCCD) appointed Dr. Glenn R. Roquemore ([N.1.15](#)) as President of Irvine Valley College. Dr. Roquemore took office in July 2002. Pursuant to Board Policy 2101 ([N.1.16](#)), the Chancellor delegates authority to the College President to oversee college operations and administer board policies. The President does not serve as the chair of the governing board ([N.1.17](#)).

Dr. Roquemore served as President during the last comprehensive accreditation site visit in 2010. Irvine Valley College has not been required to inform the Commission of any changes in the institutional chief executive officer.

5. Financial Accountability

An audit is conducted on an annual basis 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 ([N.1.18](#)).

The District audit reports and findings are reported to the Board of Trustees in November of each year ([N.1.19](#)). 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.

The College's financial aid program is evaluated on an annual basis as part of the College's independent audit process which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.18](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%) ([N.1.20](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.21](#)), the student loan default rates among IVC alumni were: 2011: 14.7%; 2012: 8.9%.; 2013 12.7%

The District and College have robust and transparent budgeting and financial oversight processes ([N.1.19](#), [N.1.22](#), [N.1.23](#)).

Compliance with Commission Policies

This section responds to the Commission Policies as defined in Appendix A of the Manual for Institutional Self Evaluation. The narrative supplies the information required by the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix K of the *Manual for Institutional Self Evaluation, October 2015, Revised Edition*). References to other sections of the Self Evaluation Report are included, as appropriate.

Policy on Rights and Responsibilities of the Commission and Member Institutions

Irvine Valley College complies with the ACCJC's *Policy on Rights and Responsibilities of the Commission and Member Institutions*. Accreditation activities are coordinated by the Accreditation Oversight Work Group under the direction of the President, the Accreditation Liaison Officer (ALO), and the Strategic Planning and Accreditation Council (SPAC) ([N.1.24](#)). The President and the ALO are the primary contacts for communication with the ACCJC.

The College has been accredited since July, 1988 and voluntarily complies with the ACCJC standards in order to ensure student learning, institutional effectiveness and continuous quality improvement. The College maintains an archive of current and accreditation reports, letters, and documents on its accreditation website (<http://accreditation.ivc.edu> [N.1.25](#)). The College has a documented history of timely compliance with Commission requests and recommendations ([N.1.26](#)). The College's self-evaluation process was broadly representative and involved a wide array of staff, faculty, students, and administrators ([N.1.27](#)).

Irvine Valley College also complies with Title 34 of the Code of Federal Regulations, 34 CFR 602.23(b), which states:

In providing public notice that an institution or program subject to its jurisdiction is being considered for accreditation or preaccreditation, the agency must provide an opportunity for third-party comment concerning the institution's or program's qualifications for accreditation or preaccreditation. At the agency's discretion, third-party comment may be received either in writing or at a public hearing, or both ([N.1.28](#)).

As part of the current self-evaluation process, the President and the ALO convened a public forum for the purpose of soliciting and receiving public comment ([N.1.29](#)). Additionally, the

College opened a public website with a web form for the general public to be able to submit comments on the College's accreditation process ([N.1.6](#)).

Policy on Institutional Degrees and Credits

Irvine Valley College complies with the minimum 60 semester credit unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations, ([N.1.30](#)). This requirement is stated in the College catalog ([N.1.31](#)). Associate degrees consist of units required for the major or area of emphasis combined with required general education units and degree applicable elective units.

The College follows the Chancellor's Office "Standard Formula for Credit Hour Calculations." The College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. In this formula, every 18 hours of lecture per semester corresponds to one unit of course credit. For classes with laboratory or arranged hours, 54 hours of class time per semester corresponds to one unit of course credit, which equates to just over three hours per week.

To comply with the regulations set by the U.S. Department of Education and the ACCJC in regard to setting institutional standards for student achievement (cf. 34 CFR 602.16(a)(1)(i); 602.17(f); 602.19(a-e)), IVC has established institution-set standards for the following indicators of student achievement and attainment: course completion rates, annual counts of students who transfer to a four-year institution, annual counts certificates awarded, and annual counts of degrees awarded. Additionally, the college reviews data on employment in the field for all gainful employment programs with at least ten graduates ([N.1.32](#)).

The College's Institutional Effectiveness Committee sets the institutional set standards and reviews them annually along with information on strategic key performance indicators and goals. The institutional set standards and other strategic information create the context for the other work that IEC does including its review of academic program reviews, equity planning, strategic planning, and basic skills initiative planning ([N.1.33](#)).

Policy on Transfer Credit

Transfer Credit

Irvine Valley College grants credit for college units earned at regionally accredited institutions of higher education. No more than four units may be awarded for sectarian courses. Students must arrange to have all transcripts to be evaluated for transfer credit sent to the Office of Admissions and Records as early as possible to determine if coursework can be used to satisfy prerequisites or equivalencies. Applications for degrees or transfer certifications cannot be processed without all official transcripts on file from all colleges from which coursework is intended for transfer credit. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or Transfer Center at Irvine Valley College ([N.1.34](#)).

Transfer from Foreign Institutions

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service. Students must turn in the official evaluation to the Office of Admissions and Records for inclusion in their record and then set up an appointment with the Counseling Center so that their transfer work may be evaluated. Coursework from foreign institutions cannot be used for CSU or IGETC certification except to validate the foreign language requirement. Students may be granted credit toward CSU-Breadth and IGETC by earning specified scores on International Baccalaureate (IB) Higher Level exams ([N.1.34](#)).

Credit by Exam

Irvine Valley College may grant credit by examination to a student for previous experience, training, or instruction equivalent to a specific course offered by the college—provided it is a course for which the student has not received prior high school or college credit, has not attempted credit by examination, and has never enrolled. The course should be one whose content, in the opinion of the department and the instructor assigned, lends itself to testing by examination ([N.1.35](#)).

Credit by examination may be granted only for a course listed in the college catalog and only to a student who is registered in the South Orange County Community College District and is in good standing. A student may not receive credit by examination for any course which is a prerequisite to a course for which the student has already received credit. A minimum 2.0

grade point average in at least 12 units completed at Irvine Valley College is required to attempt credit by examination ([N.1.35](#)).

Units earned through credit by examination will not be counted in determining the 12 semester units required in residence for graduation. The procedures for securing permission to obtain Credit by Examination for a specific course are as follows:

1. The student submits a Credit by Examination petition form to the Office of Admissions and Records, where eligibility will be determined. Petitions are available at the Office of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student, following policies and procedures developed within the school, obtains the approval of the appropriate instructional dean.
4. Following approval from the dean, the request is forwarded to the Vice President for Instruction for final approval. (The Vice President for Instruction will forward the approved petition to the Office of Admissions and Records.)
5. The initiating instructor prepares, administers, and grades the examination. The instructor must forward the grade to the Office of Admissions and Records.
6. A grade of Pass (“P”) or No Pass (“NP”) will be assigned, and the course will be identified as “Credit by Examination” on the student’s transcript.

Advanced Placement (AP) and College Level Examination Program (CLEP)

Students may earn associate degree and general education credit for Advanced Placement (AP) Tests with scores of 3, 4, or 5. Students must have the College Board send AP exam results to the IVC Admissions Office for use on the associate degree or general education pattern. Credit by Advanced Placement exam is noted on the student’s transcript ([N.1.36](#)). The College recognizes the College Level Examination Program (CLEP). A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the associate degree as follows: 3 units in Humanities and Fine Arts; 3 units in Mathematics; 3 units in Social Science; and 3 units in Natural Science

(non-laboratory). No credit will be given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination. Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College ([N.1.37](#)).

Policy on Distance Education and on Correspondence Education

As online course offerings have grown at IVC, more programs have become able to be completed at least 50% online. In response to this growth, IVC submitted a substantive change to ACCJC in 2016 ([N.1.38](#)).

Students who wish to enroll in an online course at IVC must meet the specific requirements of the course and participate responsibly. Students are required to attend an orientation for online classes that provides tutelage in how to access and use the online learning environment. Instructors inform students at the class orientation or by email about how to use the Blackboard account. Students officially enrolled in an online class may access their class account with a user name and password ([N.1.39](#)).

Distance Education (DE) means instruction in which the instructor and the student are separated by distance and interact through the assistance of instructional technology (Title 5, Section 55200). DE courses at IVC are offered only through online modalities. Each proposed or existing course offered by distance education shall be reviewed and approved separately by the College's Curriculum Committee. Courses that are fully online shall be reviewed separately from hybrid courses ([N.1.40](#)).

When approving distance education courses the Curriculum Committee certifies the following ([N.1.41](#), [N.1.42](#)):

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. The class offered at a distance will fulfill all the criteria of the course outline of record (COR), including comparable content delivery, learning objectives, assignments, and methods of evaluation as expected in face-to-face delivery modalities.

Instructor Qualifications: Faculty teaching online courses shall be selected by the same procedures used to determine all instructional assignments, with additional consideration of the faculty member's experience and skill set related to online instruction

Instructor Contact: All approved DE courses, including fully online (100%) and hybrid (1%-99% online) courses, shall include regular effective contact between instructor and students. The colleges' Curriculum Committee's separate approval is to verify that the distance

modality can and will provide this regular effective contact. Instructors will use one or more of the following accepted practices of regular effective contact in their online courses:

- **Regular Announcements:** It is best practice for faculty to make general announcements to students in online classes on a regular basis, such as through the use of the announcement area in the learning management system (LMS) or via emails to the entire class.
- **Orientation:** It is best practice for faculty to send a welcome communication to students which may include course information, expectations, contact information, and how to access online content. Additionally, orientations may take place online or face-to-face.
- **Establishing Expectations:** Faculty should include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. It is best practice to include the timeframe for responding to student questions/inquiries (for example, ‘within two business days’), the timeframe for receiving feedback on student work (for example, “within 7-10 business days”), the timeframe for submission of assignments, and the quantity of discussion board postings required of the student.
- **Faculty-Initiated Interaction:** It is best practice for faculty to regularly initiate interaction with students in a variety of ways, including but not limited to: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or email, and, in the case of a hybrid course, regular face-to-face meetings.
- **Content Delivery:** Faculty will may provide content material either through online lectures (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).
- **Notifying Students of Faculty Unavailability/Offline Time:** Students should be notified if the instructor is unavailable/offline preventing regular effective contact for a prolonged period of time (e.g. four business days) for any reason (such as an illness or family emergency). Students should also be notified when instructor-initiated regular effective contact will resume.
- **Notifying Administration of Faculty Absence Notification:** If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.
- **Face-to-Face Forms of Contact (for hybrid modalities):** Faculty are encouraged to utilize standard accepted face-to-face forms of contact (i.e., group or individual meetings, lab class meetings, orientation and review sessions, supplemental seminars

- or study sessions, proctored exams, and field trips). Field trip accommodations must be made available for students with documented disabilities.
- Office Hours / Student Consultation: Faculty should be available to their distance education students during regularly scheduled office hours, which may be held either on-site or online, or for student consultation. This can include telephone contact, face-to-face contact, or online contact (through email, discussion board, or chat).

Accessibility Standards

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities, in compliance with Section 508:

- Distance education courses for all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e. sign language interpreters, aides, or other forms of human assistance).
- Distance education resources provide "built-in" accommodations where possible (i.e. closed captioning or descriptive narration) and/or interface design/content layout per universal design best practices, commonly used in support of persons with disabilities. Alternative testing format and extended test-taking time are provided to students with documented accommodations which address the student's documented disability ([N.1.43](#)).

Policy on Representation of Accredited Status

Irvine Valley College has an accreditation link on the footer of every page as well as on its “About” page ([N.1.44](#)). The link connects the user to the College's accreditation webpage which displays the following statement:

Accreditation Status

Irvine Valley College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 92949, 415-506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

Each college affiliated with ACCJC must undergo periodic evaluation of their programs and services through self study and peer review in a six year cycle. Irvine Valley College received reaffirmation of its accreditation in February 2014 ([N.1.25](#)).

The Accreditation page also contains a link for the submission of comments on the Self Evaluation Report, as well as links to an archive of all of the College’s required accreditation materials including self-evaluations, mid-term reports, evidence, site visit materials, team reports, follow-up reports, Commission letters, and ACCJC substantive change materials ([N.1.45](#)).

Policy on Student and Public Complaints against Institution

Informal Complaint Procedures

The District has established designated officers who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. If there is a simple misunderstanding or the individual does not wish to file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

An individual who feels she/he has been subjected to sexual assault may file a complaint with the police department in addition to any other complaint.



Individuals who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officer for Irvine Valley College:

Vice President for Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

The District strongly encourages students and staff who believe they are being harassed to file a complaint in a timely manner. Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages that such complaints be made within 30 days of the alleged incident. Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment ([N.1.46](#)).

Formal Complaint Procedures

If an informal process does not resolve the matter and/or the complainant wishes to pursue formal charges, he or she may elect to follow formal complaint procedures. Formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the State Chancellor ([N.1.47](#)).

Approved complaint forms are available from any one of the following sources:

The Office of the Vice President for Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

The Office of the Director of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, California 92692
949-582-4348 or 949-582-4850

Irvine Valley College website: www.ivc.edu/policies/pages/harassment.aspx

SOCCCD website: www.socccd.edu/hr/HRforms.asp

State Chancellor of the California Community Colleges website:
<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>



Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether it was filed in a timely manner, on an appropriate form, and whether it alleges unlawful discrimination as stipulated in Title 5, section 59300. The District will investigate properly filed complaints according to procedures prescribed in Board policy. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the State Chancellor of whether there is probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the State Chancellor ([N.1.48](#), [N.1.49](#)).

For more comprehensive information about discrimination and harassment, students are encouraged to read the Harassment Policy and Complaint Procedure brochure, available in the Office of Student Services, Room A110, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD website: www.socccd.edu/hr/HRforms.asp

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Irvine Valley College's accreditation status is found on the first page of the 2016-2017 Catalog, the mission and vision statements are located on page 4, and the institutional learning outcomes are located on page 7 ([N.1.50](#)).

In accordance with Board Policy and Administrative Regulations 5604 (Admissions), the District does not restrict admission to residents of the District, nor does it restrict the privilege of District residents to attend any other community college. Non-California residents are accepted on the same basis as California resident students, except that state regulations require these students be assessed tuition ([N.1.51](#)).

Students who are eligible for regular admission to the colleges must be 18 years of age or older, or possess a high school diploma, GED, certificate of proficiency or equivalent. In addition, any apprentice as defined in the Labor Code, or any other person who is over 18 years of age and who is capable of benefitting from instruction offered at the College may be admitted.

Students who are not enrolled for a sufficient duration to receive a grade or non-evaluative symbol on their transcript at either Irvine Valley College or Saddleback College for one term must file a new admission application in a subsequent term to be eligible to enroll.

The College catalog accurately reports the official college name, address, telephone number and web links on the first page of the 2016-2017 Irvine Valley College Catalog and the campus map can be found on page 336 ([N.1.50](#), [N.1.52](#)). The same information is also available on the college website ([N.1.53](#)).

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Irvine Valley College does not currently have any contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

Irvine Valley College's Office of Financial Aid keeps loan default rates at an acceptably low level and also complies with program responsibilities defined by the U.S. Department of Education ([N.1.21](#)). Programs funded by the federal government include the Pell Grant, SEOG Grant, Federal Work Study, Direct Subsidized Loan and Direct Unsubsidized Loan programs.

Irvine Valley College maintains compliance with Title IV of the Higher Education Act through comprehensive financial aid services to students. All students pursuing a direct loan are required to complete a Direct Loan Master Promissory Note (MPN) and Entrance Counseling upon receiving a direct loan at the College. The goal of Entrance Counseling is to help the student understand what it means to take out a federal student loan. The policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies ([N.1.54](#)).

The College's financial aid program is evaluated on an annual basis as part of the College's independent audit process which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.18](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%) ([N.1.20](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.21](#)), the student loan default rates among IVC alumni were: 2011: 14.7%; 2012: 8.9%.; 2013 12.7%



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: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A.1 Mission

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.

Evidence of Meeting the Standard

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 reads as follows:

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 ([I.A.1](#)).

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 the College's distinctive emphasis on clear and guided pathways. IVC's student population includes an active international student community who contribute to 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 website on the "About" page.

The District's mission statement is published on the District website's "About" page.

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.

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 highest quality education. The College's commitment to student success and equity flows from its mission statement and is further detailed in its Strategic Plan ([I.A.2](#)), Student Equity Plan ([I.A.3](#)), Student Success and Support Program (SSSP) plan ([I.A.4](#)), Basic Skills Initiative (BSI) plan ([I.A.5](#)), Basic Skills Transformation plan ([I.A.6](#)), and Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant activities ([I.A.7](#)).

In accordance with its mission, IVC offers credit and non-credit instructional programs, both online and face-to-face. Online offerings complement the face-to-face offerings by offering an additional, convenient format for students to access coursework. Students have access to an array of student support services and co-curricular activities, such as the student government and student ambassadors program, that support student achievement and learning. IVC's student population includes resident and international students of all backgrounds, ethnicities, ages, and educational needs. IVC's commitment to diversity and equity is clearly represented in its mission and actions, such as becoming federally designated as a minority serving institution in 2015 ([I.A.7](#), [I.A.8](#), [I.A.9](#), [I.A.10](#)).

To meet the needs of its community, the College provides access to challenging transfer-level courses as well as courses that develop basic skills. Our students can attain associate degrees and certificates in career and technical (CTE) programs that lead to employment. Students also have the option to complete transfer-focused programs that lead to associate degree attainment and transfer to four-year institutions ([I.A.11](#)). IVC is proud of its high completion and transfer rates, which reflect the strength of the College's commitment to supporting students and faculty in all aspects of teaching and learning; the institution also serves community skills builders who take courses simply to learn new skills or upgrade existing skills so that they can maintain their competitive edge or advance in their current careers ([I.A.8](#)).

IVC regularly reviews its mission statement at its annual Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.12](#), [I.A.13](#)), the Institutional Effectiveness Committee ([I.A.14](#)), and Academic Senate ([I.A.15](#)). Following the college wide process, the Board of Trustees additionally reviews and adopts changes, per recommendations of the College, annually ([I.A.16](#)).

The college mission is published in the catalog and both the college and district mission statements are prominently published on their respective web sites ([I.A.16](#), [I.A.17](#)).

Analysis and Evaluation

Irvine Valley College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Its comprehensive review process of the College's mission statement ensure that the mission statement describes the College's broad educational purposes, who it serves, its values, its commitment to improving access and equity, the types of degrees and other credentials offered, and its commitment to student learning and student achievement. The institution's educational mission is clearly defined, adopted, and reviewed regularly by the Board of Trustees. Moreover, the mission is published widely to inform current and prospective students as well as the surrounding community of the College's commitment to those it serves.

The College meets the standard.

I.A.2 Mission

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

Irvine Valley College (IVC) utilizes external and internal data to determine how effectively the College is accomplishing its mission to serve students' needs. Data from all levels—global, national, state, regional, and local—are analyzed to identify trends, emerging needs, opportunities, and potential threats ([I.A.18](#), [I.A.19](#), [I.A.20](#), [I.A.21](#)). Data sources include Scorecard data, labor market information, SLOs, the Chancellor's Office Data Mart, surveys, ad hoc research studies, and the district reporting infrastructure (i.e., inFORM and MySite) ([I.A.8](#), [I.A.3](#), [I.A.22](#)).

These data drive the planning process of the College and were foundational in developing the goals and objectives of the *2014-2020 Strategic Plan* ([I.A.2](#)), as well as the plan's key performance indicators. A representative district wide task force carefully developed the current indicators ([I.A.23](#), [I.A.24](#)). To ensure a widely shared focus on student learning and institutional effectiveness data, strategic KPIs are shared and discussed at the annual planning retreat ([I.A.25](#)). These indicators are reviewed and discussed at both the District wide Planning Council (DWPC) annual retreat and at IVC's annual strategic planning retreat. IVC has also established institution-set standards, reviewed annually by the Institutional Effectiveness Committee (IEC) and shared with SPAC. Additionally, the College has set financial, accreditation, and student achievement targets (or "goals") for the Institutional

Effectiveness Partnership Initiative's metrics, which are published on the college's "About" page on its website. These include completion goals congruent with the completion goals of the College's strategic plan ([I.A.14](#)).

The District also periodically engages in a formal external scan process to aggregate and analyze key demographic, workforce, and community indicators so this information can be used to inform planning efforts and the mission statement review process ([I.A.22](#)). 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 powerfully reinforces the importance of the data and activities found in the College's Student Equity Plan ([I.A.3](#)) and the College's commitment to reducing or eliminating the achievement gap (cf. Strategic Plan Objective 2.1) ([I.A.26](#)).

To ensure data is utilized to review and improve programs and services offered to students, all program reviews are required to incorporate data analysis of student access and success trends as well as institutional effectiveness indicators, such as fill rates and student learning outcomes assessments ([I.A.27](#)). The resource allocation process relies heavily on program review objectives and strategic planning objectives as part of its resource request rating and dialogue process to ensure that data and assessment results drive priorities to meet students' needs ([I.A.12](#)).

Additional ways in which IVC uses data to assess progress and success in achieving its mission are manifold and 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 ([I.A.28](#)).

The College meets the standard.

I.A.3 Mission

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

Evidence of Meeting the Standard

The Irvine Valley College (IVC) mission supports and aligns with the District mission as well as the mission of the California Community College. Also published in the *IVC Planning and Decision-Making Manual* ([I.A.29](#)), the mission guides the College's decision-making, planning, and resource allocation processes. To achieve its mission, the 2014-2020 Strategic Plan (I.A.2) serves as the cornerstone of IVC's planning process. All other college plans align with this plan and with the College's mission, including the 2016-2021 Technology Plan ([I.A.30](#)), the Student Success and Support Program Plan ([I.A.4](#)), the Student Equity Plan ([I.A.3](#)), the Online Education Strategic Plan ([I.A.31](#)), and the Education and Facilities Master Plan ([I.A.32](#)).

Data informs the 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 critical. College 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.

The mission statement drives the College strategic plan goals. 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 ([I.A.33](#), [I.A.34](#)). The other two goals of the strategic plan concern continuously improving institutional effectiveness so the College better serves its community ([I.A.35](#), [I.A.36](#), [I.A.37](#)). 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.

To ensure "IVC fosters 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's work with educational partners includes the UCI Engineering pathway grant, an accounting pathway with Cal State Fullerton, and both CTE pathways (OC3 Pathways) ([I.A.38](#)) and Early College pathways with the Orange County Department of Education and local high schools ([I.A.39](#)). IVC has also developed pathways, such as Biotechnology ([I.A.40](#)) and the General Accounting Principles 4+1 program (GAP 4+1) ([I.A.33](#)), to address community needs, both in terms of student and workforce demand. Both programs also are built on partnerships with other educational institutions. These programs, as well as the

institution's active transfer center and continual curriculum articulation efforts, exemplify IVC's commitment to leveraging "educational networks" in support of student success.

Analysis and Evaluation

IVC's mission clearly guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Because 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 align 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 the College may be assured of achieving a reasonable and consensual balance in these allocations, and that they are aligned and commensurate with its mission and priorities.

The College meets the standard.

I.A.4 Mission

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

Irvine Valley College's mission statement is prominently displayed on the "About" page of the college website ([I.A.41](#)) and widely disseminated via the college catalog ([I.A.42](#)), the *IVC Planning and Decision-making Manual* ([I.A.29](#)), and via banners on campus.

The College reviews its mission annually during the Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.12](#), [I.A.13](#)). During the review process, 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 ([I.A.43](#)).

The previous version of the mission statement was approved in June 2014 ([I.A.44](#)), after undergoing review and discussion during the 2013-2014 academic year. The current version of the mission began its review and development process at the 2015 SPAC retreat ([I.A.12](#), [I.A.45](#)). Development, discussion and refinement continued during faculty development week ([I.A.46](#)). In May of 2016, IEC recommended a new draft version of the college mission

which SPAC reviewed and then later approved at the SPAC retreat before forwarding it to the Academic Senate ([I.A.28](#)). Once SPAC and Academic Senate had approved the new mission, it was then forwarded to the Board of Trustees for adoption ([I.A.47](#)) [BOT approval still outstanding].

Analysis and Evaluation

As part of its annual strategic planning process, Irvine Valley College reviews its mission to ensure an accurate reflection of the College's commitment to serving the educational needs of the local community. The College articulates its mission in a widely published statement adopted by the SOCCCD Board of Trustees.

The College meets the standard.



Standard I.B: Assuring Academic Quality and Institutional Effectiveness: Academic Quality

Standard I.B.1 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

The institution demonstrates a sustained, substantive and collegial dialogue 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 (IVC) has established processes to facilitate sustained, substantive and collegial dialogue across the College about student learning outcomes, 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 ([I.B.1](#), [I.B.2](#)). The new committee structure encourages the flow of information through the various governance groups and consequently supports continuous dialogue about instructional programs, student services, and administrative services.

Student Outcomes

Under the purview of the Institutional Effectiveness Committee (IEC), the Student Learning Outcome (SLO) Task Force is structured to ensure campus wide communication regarding student learning outcomes (SLOs) ([I.B.3](#)). 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) ([I.B.4](#), [I.B.5](#)). Moreover, the committee has ongoing discussions on the College's ISLOs and is currently discussing possible revisions to more accurately reflect the institution's focus on its students ([I.B.6](#), [I.B.7](#)). 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.

Student Equity

The Student Equity Work Group also reports to the IEC. This work group was formed following the requirement by the California Community College Chancellor's Office to develop a Student Equity Plan ([I.B.8](#)). 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 completion, 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 ([I.B.9](#)).

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 has a standing item on the IEC agenda, providing IEC with updates on student equity related research and activities ([I.B.3](#), [I.B.10](#)). To facilitate district wide and campus wide dialogue, the Student Equity Task Force co-chairs provided a general overview of student equity efforts at the Spring 2014 Student Success Summit ([I.B.11](#)), and conducted a number of informational sessions during spring 2015 ([I.B.12](#)) and fall 2015 Professional Development Weeks ([I.B.13](#)).

Academic Quality

Through curriculum policies, procedures, and approval process, the College engages in dialogue on academic quality, details of which are provided in Standard II.B. 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 for incorporation into the department's program review ([I.B.14](#)) and administrative unit review ([I.B.15](#)).

The program review process also provides avenues for dialogue on academic quality. All academic programs and student services participate in a comprehensive program review according to a regular, published schedule ([I.B.16](#)). As part of this review, all programs identify program-level objectives which are linked with the College strategic goals and objectives.

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 ([I.B.17](#)). Conversations regarding institution-set standards (ISS), strategic objectives, key performance indicators and Institutional Effectiveness Partnership Initiative goals occur regularly during committee meetings.

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. Discussions include how to deepen the integration of program review with the resource allocation process and the strategic plan ([I.B.18](#)).



To support evidence-based college planning, assessment and dialogue, 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. ORPA provides the IEC regular updates on research efforts, such as the recent spring 2016 Community College Survey of Student Engagement ([I.B.19](#)). The ORPA and the IEC ensure continuous dialogue regarding assessment and evaluation efforts, student equity research, TracDat updates, learning outcomes assessment, and program review ([I.B.13](#)).

Analysis and Evaluation

The College continuously promotes opportunities for staff, faculty and administrators to engage in dialogue through committee structures and policies and practices and encourages engagement of all college employees in all processes. Through these efforts, the College meets the 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 to increase data and research output also supports and informs the dialogue.

The College meets the standard.

Standard I.B.2 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

Student learning outcome (SLO) and student services outcome (SSO) assessments are ongoing throughout the academic year. All courses, credit and non-credit ([I.B.20](#)), and student services departments ([I.B.21](#)) are required to have at least one SLO. All learning outcomes are entered into TracDat, the College's web-based repository for all assessment activities ([I.B.22](#), [I.B.14](#)).

For academic programs, faculty take the lead with course and program learning outcomes, from their development to their evaluation. During the curriculum review process, SLOs are developed and included in each course's Course Outline of Record ([I.B.23](#), [I.B.24](#)) and syllabus ([I.B.25](#)). 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. Programs are evaluated using course SLOs that are mapped to relevant program

student learning outcomes (PSLOs) via TracDat ([I.B.26](#)). These mapped course SLOs are evaluated at the program level during the program review process ([I.B.14](#)). See I.B.5 for a detailed explanation of the program review process.

Student services also has a well-established process and schedule for assessing 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 ([I.B.27](#)). Resources dedicated to supporting this process include hiring consultants to advise on best practices ([I.B.28](#), [I.B.15](#)). Moreover, the recent spring 2016 Student Services Managers retreat also focused on how assessment drives decision making, program improvement, and resource requests ([I.B.27](#)). Standard IIC provides a more detailed explanation of the student services assessment process.

To provide overall support to the learning outcomes assessment process, the SLO coordinator conducts trainings throughout the year (see I.B.8 for additional evidence), regularly holds SLO Task Force meetings ([I.B.29](#)), provides updates to the Instructional Council ([I.B.30](#)), and attends department meetings to discuss SLOs ([I.B.31](#)). These updates ensure assessments are completed by all departments ([I.B.32](#)). In collaboration with the Office of Research, Planning and Accreditation, the SLO coordinator uses TracDat to monitor each department's progress on the assessment of outcomes. Results are presented to the Institutional Effectiveness Committee and SLO Task Force and ultimately reported in the ACCJC Annual Report ([I.B.33](#), [I.B.34](#)).

Analysis and Evaluation

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 and ultimately inform program reviews. Documentation of all assessment activities in TracDat facilitate the alignment of SLOs with PSLOs and program reviews. To ensure accurate documentation and tracking of assessments, the College continues to provide TracDat training for staff, faculty, and administrators.

The College meets the standard.

Standard I.B.3 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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.

Evidence of Meeting the Standard

As required by the ACCJC and U.S. Department of Education, Irvine Valley College (IVC) 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 (IEC) ([I.B.35](#)). 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 ([I.B.36](#), [I.B.34](#)).

Before setting new institution-set standards for the upcoming year, ORPA presents progress data to IEC to review progress on current standards ([I.B.37](#), [I.B.38](#)). Because the standards are levels which the College must not fall below, IVC has established appropriate steps in the event standards are not met. If not met, IEC will review data to inform discussions on possible reasons and develop action steps to bring the College above standard. A proposed action plan would be communicated through the committee structure for input and eventual approval ([I.B.39](#)). 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, completion rate for unprepared students, and remedial rate ([I.B.40](#)). 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 objective of increasing its Scorecard Student Progress and Achievement Rate (SPAR) by at least 2.5% by 2020 ([I.B.41](#)). 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 ([I.B.42](#)).

Similar to the process used to establish the College's Institution-Set Standards, IEPI metrics are discussed and reviewed in IEC and approved, using a collegial consultation process,

annually ([I.B.43](#)). Any changes to the IEPI goals are communicated to the college community through representative governance and the major strategic planning committees. To communicate these established goals to the public, the framework of indicators is published on the College's "Vision, Mission and Goals" page ([I.B.44](#)).

Analysis and Evaluation

IVC continues to excel in student achievement and continues to hold itself accountable through the establishment of institution-set standards, IEPI indicator goals, and strategic plan targets. With the second highest transfer rate in the state, IVC sets challenging yet achievable standards and goals. The College annually reviews and establishes standards and goals and is continuously improving its processes for reviewing progress and engaging in ongoing dialogue with the community regarding the College's performance.

The College meets the standard.

Standard I.B.4 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) 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" ([I.B.45](#)). To facilitate college wide dialogue and to incorporate assessment data into college planning to support student learning and student achievement, comprehensive program reviews are required of all instructional programs every six years ([I.B.16](#), [I.B.14](#), [I.B.46](#)). Career Technical Education (CTE) programs have an additional two-year cycle ([I.B.14](#)) in which they must examine 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 the Economic Modeling Specialist, Incorporated (EMSI) Data Analyst product ([I.B.47](#), [I.B.48](#), [I.B.49](#), [I.B.50](#), [I.B.51](#), [I.B.52](#), [I.B.53](#)).

Academic programs also conduct biennial updates of their program reviews as part of an ongoing process to ensure program and course offerings meet students' needs ([I.B.16](#)). Additionally, annual updates are encouraged to ensure alignment of program objectives and

strategies with resource requests. Comprehensive program review reports are posted on the Institutional Effectiveness Committee Program Review intranet page for review and to facilitate campus wide dialogue ([I.B.54](#)).

To ensure completion of student services comprehensive program reviews, the vice president for Student Services holds mandatory annual retreats for all student services managers to review and provide updates on each departments' program reviews and SSOs. 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 and SSOs, to share best practices to yield meaningful assessment data to foster data-driven conversations and actions, and to discuss how institutional research can support their needs ([I.B.15](#)). The Student Services' process for use of data to improve student learning and achievement is covered more fully in Standard IIC.

To request services and assistance from ORPA, employees can submit a research request via an online form and then check the status of a project through ORPA's website ([I.B.55](#)). As described in IB2, the College has increased ORPA staff since 2013. 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 ([I.B.56](#)).

Analysis and Evaluation

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.

The College meets the standard.

Standard I.B.5 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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) ([I.B.57](#)), 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 ([I.B.54](#)). During non-comprehensive years, faculty and staff provide updates to unit objectives and strategies to substantiate resource requests ([I.B.15](#)).

During comprehensive years, departments are required to engage with and use relevant data to analyze programs' strengths and weaknesses ([I.B.14](#)). 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, course and program outcomes, and student demographics ([I.B.58](#)). The report is available for download via the South Orange County Community College District (SOCCCD) inFORM Program Review Report. 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 how to access readily available data through the District's inFORM data portal and through CCCO sites (e.g., Data Mart) ([I.B.59](#), [I.B.60](#)). 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 ([I.B.61](#)).

An example of how disaggregated data has been utilized in the program review process comes from the ESL department, which works with ORPA to conduct an annual survey on 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 students enrolled in ESL classes to improve their conversational skills ([I.B.62](#)). These findings were then used to help plan for and develop a non-credit Adult ESL (AESL) program. AESL is now serving students who are not necessarily interested in an academic pathway, allowing them to take non-credit courses while still providing the ability to progress into credit coursework, if they choose ([I.B.63](#)).

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 the Data Analyst program through Economic Modeling Specialists Incorporated (EMSI), the research office provides data for program offerings, industry outlook, and potential employers in the region ([I.B.64](#)). Additionally, CTE programs must have an advisory committee to assist with the evaluation of the program. The advisory committee is comprised of Irvine Valley College (IVC) faculty as well as vested members of the community ([I.B.65](#)). To further support the Program Review process, all departments can submit research requests to ORPA for

additional program-specific data ([I.B.55](#)). Both qualitative and quantitative research is available to departments, from classroom surveys to focus groups.

Assessment data are recorded in TracDat, the College's assessment software. To support the program review process, TracDat facilitates the mapping of course student learning outcomes (SLOs) to program student learning outcomes (PSLOs) and to institutional student learning outcomes (ISLOs) ([I.B.26](#)). SLOs are tied to a department's program review via the Department Effectiveness ("B3") section, where assessment of the effectiveness of courses and student services efforts are described ([I.B.66](#), [I.B.67](#)). The process for student services is detailed further in Standard IIC.

To better integrate the tool into the College's planning processes, IVC decided to host TracDat on its local server in 2015. As the first institution in the country to do so, IVC is able to customize the tool based on local needs and to more quickly access data saved through the application, thus ensuring 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 2016 ([I.B.68](#)) and fall 2016 ([I.B.69](#), [I.B.70](#)) as a collaborative effort between ORPA, the IT Department, and the SLO Coordinator. 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 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 ([I.B.71](#), [I.B.72](#), [I.B.73](#), [I.B.74](#)).

Analysis and Evaluation

The College continuously works toward achieving its mission through the comprehensive program review process, which encompasses student learning outcomes assessments. From programs to courses to student services, assessment takes place on an ongoing basis to inform planning processes and resource requests. The integration of qualitative and quantitative data ensures a well-rounded review process that ultimately provides critical information to improve the student experience. These effective practices, which are maintained through continuous dialogue, allow the College to work toward serving the needs of a diverse and dynamic community. Information sessions and hands-on trainings are provided on an ongoing basis as they are critical to ensuring familiarity with, and use of, the application to record all assessment outcomes.

The College meets the standard.

Standard I.B.6 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) is committed to continuously identifying performance gaps through the disaggregation of data. Armed with data, IVC develops and implements strategies to mitigate achievement gaps, improve institutional effectiveness, and better serve students ([I.B.9](#), [I.B.75](#)).

Previously used to collect only 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” diagram ([I.B.76](#)), the process is driven by the English department chair. ORPA supports the process by providing technical and research needs, including the disaggregation of collected data to identify disproportionately impacted students. In fall 2016, results were shared with the English department to help inform strategies to mitigate performance gaps among these identified students ([I.B.77](#)). The SLO disaggregation process was presented at the 2016 Third Annual SLO Symposium ([I.B.78](#)) and 2016 Strengthening Student Success Conference ([I.B.79](#)). To eventually implement this process across all instructional departments, ORPA is currently working with the Information Technology department to automate the assessment process ([I.B.10](#)).

The practice of examining and acting on equity data is integrated into existing institutional processes, including strategic planning. As outlined under Objective 1 of the College’s 2012-2014 Strategic Plan, completion is disaggregated by prepared versus unprepared ([I.B.45](#)). Moreover, IVC’s Student Equity Plan is a three-year plan that identifies and analyzes significant trends among student subgroups ([I.B.80](#)). Focusing on five success indicators—access, course completion, ESL and basic skills completion, degree and certificate completion, and transfers—ORPA applied the percentage point gap (PPG) methodology to data analyses. These analyses were disaggregated by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status to identify disproportionately impacted subgroups. The plan outlines a goal, objectives and activities (strategies) to close of achievement gaps. Reviewed and approved through the college wide research allocation process, funded activities undergo evaluations to ensure the efficacy of strategies ([I.B.81](#)). IVC also recognizes that students may be members of multiple

disadvantaged subpopulations. ORPA is currently conducting multiple regression analyses to examine characteristics that predict a lower likelihood of successful completion ([I.B.82](#)).

Analysis and Evaluation

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. With the plan to implement an automated process college wide, IVC will be able to incorporate student equity into all learning outcomes assessments and program reviews.

Through its Student Equity Plan, the College additionally engages in ongoing efforts to identify and mitigate performance gaps. With a designated research and planning analyst for student equity related research, ORPA is planning to develop a student equity data 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. This dashboard will additionally be used for evaluative purposes to assess the effectiveness of funded student equity activities in increasing student success. The College continues to work toward increasing the incorporation of equity in outcomes assessments, planning, and resource allocation.

The College meets the standard.

Standard I.B.7 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) relies on the collaborative effort of all stakeholders to regularly develop, implement, evaluate, and revise policies and practices that directly impact academic quality and support the mission of the College. The College's *Planning and Decision-Making Manual* outlines the various processes and practices each planning committee along with Academic Senate develops and regularly reviews ([I.B.2](#)). The Institutional Effectiveness

Committee, for example, oversees Gainful Employment reporting practices and the regular evaluation of the program review process ([I.B.17](#)).

The College operates within a framework of board policies and administrative regulations established collegially by the district Board Policy and Administrative Regulation Committee (BPARC) ([I.B.83](#)) and the College's strategic planning committees. In addition, at the district level, there are a number of committees that are involved in setting policies and practices that promote institutional effectiveness. Greater explanation of these planning committees is provided in Standard IV.

Through annual committee self-evaluation surveys ([I.B.84](#)) and the College strategic planning retreat ([I.B.85](#)), IVC 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 include 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 ([I.B.84](#)). Moreover, the entire college is additionally asked to evaluate the College's resource request and allocation process to gather input from faculty and staff members who are not members of a committee and not part of the resource request rating process ([I.B.86](#)).

Analysis and Evaluation

Through governance and committee structures, the College is able to communicate about, review, and improve policies and practices. These conversations include 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 increase communication about policies and practices to promote campus wide dialogue to ultimately improve processes to support student achievement.

The College meets the standard.

Standard I.B.8 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 Irvine Valley College (IVC) for participation in and communication about college planning, assessment, and evaluation either directly by members of the campus community or through their representatives.

Governance Structure

By actively encouraging representation from all constituent groups on the various strategic planning committees, the College's governance structure allows for broad dialogue through which strengths and opportunities for improvement are identified ([I.B.87](#)). Moreover, committee calendars, agendas, minutes, and materials are posted on InsideIVC for all members of the college community to access.

An active venue for dialogue about learning outcomes assessment is the SLO Task Force, which includes representatives from a variety of academic disciplines, as well as student, research and student services representatives. Information presented at the task force is posted on the SLO Task Force intranet page ([I.B.4](#)) and also reported at department meetings, which promotes informed discussions about department assessment results and planning activities ([I.B.77](#)). Assessment results and activities are recorded and communicated broadly to the College through the comprehensive six-year program review ([I.B.88](#)).

Professional Development

Each major term commences with Professional Development Week, during which the "President's Address" highlights major accomplishments, strengths, and upcoming activities to support student learning. All employees are provided opportunities throughout the week to further develop their skills related to student learning ([I.B.89](#)). For example, workshops facilitated by the SLO coordinator provide IVC staff, faculty and administrators with the opportunity to engage in dialogue on assessment learning outcomes and best practices ([I.B.90](#) page 5), ([I.B.89](#) page 5), which promote discussion on how to improve current processes.

Additionally, during the spring 2015 Professional Development Week, the Student Equity Task Force co-chairs presented equity data and informed the college community on opportunities to address achievement gaps ([I.B.12](#)). As a follow up, the fall 2015 Professional Development Week offered a session focusing on how to best evaluate equity funded activities to measure effectiveness and identify additional opportunities, using assessment results to improve services offered to students ([I.B.13](#)). To ensure student equity related efforts are assessed as well as prioritized appropriately in the resource allocation process, the Director of Student Life and Equity meets with all potential equity fund recipients to review resource proposals to ensure alignment with the College's Student Equity Plan ([I.B.91](#)).



Research Office

To communicate results of assessment and evaluation activities to the institution, the Office of Research, Planning and Accreditation (ORPA) posts research findings in InsideIVC ([I.B.92](#)) as well as on ORPA's website ([I.B.56](#)). Both sites have survey results, research reports, and planning documents for the College and local community to view and utilize in planning efforts. ORPA additionally communicates with groups across the College regularly, including planning committees, task forces, work groups, and departments. In addition to all five major strategic planning committees, participation in other work groups and task forces include the Student Equity Task Force ([I.B.93](#)), Student Success and Support Program Task Force ([I.B.94](#)), Online Education Task Force ([I.B.95](#)), Technology Advisory Task Force ([I.B.96](#)), and Basic Skills Work Group ([I.B.97](#)).

Analysis and Evaluation

Through the governance structure, professional development, and research office, the College continuously communicates assessment activities and results, fostering a culture where outcomes and data inform dialogue among and between constituent groups. Workshops and information sessions offered during the College's Professional Development Week in particular foster dialogue about assessment and evaluation activities, equipping the entire campus with necessary tools to effectively conduct learning outcomes assessments.

The expansion of ORPA provides increased support to these campus wide efforts. With increased staffing, research is more represented on the various campus groups which ensures broad communication of evaluation results while also identifying areas that need to be assessed, thereby allowing the College to understand its strengths and weaknesses and establish priorities accordingly.

The College meets the standard.

Standard I.B.9 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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.

Evidence of Meeting the Standard

Irvine Valley College (IVC) has an evidence-based, collaborative planning process that integrates program review with the resource allocation process. Through biennial program reviews, the College continuously engages in systematic evaluation that informs comprehensive program review and resource allocation ([I.B.14](#)).

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 departments to regularly conduct program reviews ([I.B.16](#)). 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. Biennial and comprehensive reviews highlight both short- and 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.

Aside from program review, the Office of Research, Planning and Accreditation (ORPA) conducts biennial student and employee climate surveys to gather evidence about the effectiveness of IVC's programs and services ([I.B.98](#), [I.B.99](#), [I.B.100](#), [I.B.101](#)). Results from these surveys are discussed at the annual strategic planning retreat, where college administrators discuss how to address areas of dissatisfaction to improve both employees' and students' experiences at IVC ([I.B.102](#)). 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 ([I.B.103](#)). To address the needs of online students, the annual distance education survey collects students' feedback and evaluation of the College's online student services, such as admissions and records, registration via MySite, and the bursar's office ([I.B.39](#)).

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 ([I.B.105](#)). Coordinators for the College's various initiatives, grants, and categorical programs continue to communicate to identify opportunities for collaboration and reduction in duplicated efforts. This document is being reviewed by the Institutional Effectiveness Committee (IEC) and, as a living document, continues to be revised to reflect current activities of these grant and initiative ([I.B.143](#)).

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 ([I.B.144](#)). At the 2015 Strategic Planning and Accreditation Council (SPAC) strategic planning retreat, an analysis of resource requests revealed that resource requests linked to increasing completion rates (Strategic Objective 2.1)



were consistently among the top-funded resource requests at the College ([I.B.145](#)). 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 ([I.B.146](#)).

As the College works on developing this process, evaluation results from the annual resource request process ([I.B.147](#)) provide insight and guidance on how to create a more streamlined, transparent process. 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 ([I.B.148](#), [I.B.149](#), [I.B.150](#)).

The following list outlines the College's major planning activities, retreats, summits, etc. for the past several years:

- 2016 IVC Strategic Planning Retreat ([I.B.151](#))
- 2016 District wide Planning Council Retreat ([I.B.152](#))
- 2016 High School Principals and Counselors Summit ([I.B.153](#))
- 2016 Student Equity Summit ([I.B.154](#))
- 2016 Powering the Future ([I.B.155](#))
- 2015 High School Principals Summit ([I.B.156](#))
- 2015 SPOWG meetings on Mission and Strategic Plan action items ([I.B.157](#), [I.B.158](#), [I.B.159](#), [I.B.160](#))
- 2015 IVC Strategic Planning Retreat ([I.B.161](#))
- 2015 DWPC Strategic Planning Retreat ([I.B.162](#), [I.B.163](#))
- 2015 Multiple Measures Summit (Cypress) ([I.B.164](#))
- 2014 IVC Strategic Planning Retreat ([I.B.165](#), [I.B.166](#), [I.B.167](#))
- 2014 IVC Strategic Objective Gallery Workshop ([I.B.168](#), [I.B.169](#))
- 2014 High School Principals Summit ([I.B.170](#))
- 2014 Multiple Measures Summit ([I.B.171](#))
- 2014 ATEP Summit ([I.B.172](#))
- 2013-2014 External Scan ([I.B.173](#))

Analysis and Evaluation

Irvine Valley College has made significant efforts to develop an integrated program review, planning and resource allocation process but still recognizes improvements can be made to further integrate and streamline processes. A high level of interest and activity centers on better integrating and coordinating planning and funding efforts in support of student learning and achievement. 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. Additional information on efforts to improve the resource allocation process can be found in the Quality Focus Essay.

Standard I.C: Institutional Integrity

Standard I.C.1 Institutional Integrity

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.

Evidence of meeting the standard

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 ([I.C.1](#), [I.C.2](#), [I.C.3](#), [I.C.4](#), [I.C.5](#), [I.C.6](#)). 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 ([I.C.7](#)).

Institutional Learning Outcomes are published in the college catalog ([I.C.8](#)). Institutional Effectiveness Partnership Initiatives (IEPI) indicators are also posted on the college website ([I.C.9](#)). IVC's mission statement is posted on the college website and in the college catalog ([I.C.10](#), [I.C.11](#)). 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.12](#); [I.C.13](#)). Information about educational programs is available in the printed and online college Catalog, department websites, and college marketing materials. Information on student support services is available on each department's website ([I.C.14](#)).

The College maintains an accurate, updated, and comprehensive accreditation web page ([I.C.15](#)). The Accreditation page link can be found in the web site's footer, meaning that it is only one click away from any page on the College's web site. The Accreditation web page provides the campus community and the public access to letters from the Accrediting Commission for Community and Junior Colleges (ACCJC), College self-evaluations, interim reports, follow-up visits, and evidence related to these reports and activities ([I.C.16](#)).

Analysis and Evaluation

The College has several mechanisms for ensuring the clarity, accuracy, and integrity of information provided to students, the campus community, and the public regarding college programs, courses, schedules, learning outcomes, services, and mission statement. The college web site and the college catalog are the most important methods whereby this

information is provided. The College's Accreditation status and relevant documentation is accessible with one click from any College web page. An annual review process ensures that information published in the college catalog is accurate and current.

The College meets the standard.

I.C.2 Institutional Integrity

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).

Evidence of Meeting the Standard

Irvine Valley College provides a catalog in both print and online formats for students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures ([I.C.17](#)). The catalog is updated annually in print; an identical digital version of the catalog is available in a PDF format on the college website. The availability of the digital version via a link on the college website homepage ensures the catalog information will be easily available to current students, prospective students, employees, community members, and the general public.

The first page of the printed catalog states "For catalog updates and addenda, please refer to www.ivc.edu/catalog." This statement addresses any issues, curriculum changes or content updates that may have occurred after the final approved catalogs have been printed ([I.C.18](#)).

The annual review process described in I.C.1 ensures the catalog, whether printed or online, provides precise, accurate and current information on all facts, requirements, policies and procedures required by Eligibility Requirement 20 (ER 20). The information in the current college catalog is broken up into the following sections and sub-sections:

Introduction ([I.C.19](#))

- Official Name, Address, Telephone number, and Website Address of the College
- Irvine Valley College's Accreditation Status
- Academic Calendar
- Table of Contents
- South Orange County Community College District's Vision, Missions, Core Values and District wide goals
- Board of Trustees

- District Administration
- President's Message
- Irvine Valley College's Vision, Mission, Strategic Goals and Objectives
- College Background, Governance and Funding
- Statement on Freedom of Expression, Civility and Mutual Respect
- Institutional Educational Goals and General Education/Institutional Learning Outcomes
- College Administration, names and contact information
- Academic Schools/Instructional Offices

Admissions and Registration ([I.C.20](#))

- Admission
- Application
- Resident Classification
- International Students
- Student Success and Support
- Assessment and Placement
- Registration
- Prerequisites
- Adding Classes
- Tuition and Fees
- Refunds

Courses ([I.C.21](#))

- 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.

Degrees, Certificates and Transfer Planning ([I.C.22](#))

- Degree and Certificates
- 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
- Earning a Certificate
- Earning an Associated Degree
- Program Length
- 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

Policies and Standards ([I.C.23](#))

- 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
- Student Rights

- Grievance and Complaint Procedures
- Sexual Harassment Policy
- Student Code of Conduct

Student Resources (I.C.24)

- Financial Aid
- Counseling Services
- Veterans Services
- Supportive Services
- Online Services and Distance Education
- Bookstore
- Learning Centers for Students
- Library
- Associated Students
- Honors Program/Honor Societies
- Intercollegiate Athletics
- Additional Programs/Resources

Who's Who (I.C.25)

Administrators and Managers, names and degrees

Full-time Faculty, names and degrees

Professors and Administrators Emeritus

Part-time Faculty, names and degrees

Classified Staff

Index (I.C.26)

Campus Map/Location (I.C.27)

Analysis and Evaluation

The College provides a catalog in both print and online for students and prospective students with precise, accurate and current information on the College mission, degree, programs and courses, as well as admission requirements, policies, and procedures. The Catalog is published annually and reviewed for accuracy according to an established timeline and procedure, ensuring integrity in communication with public and providing all information required by Eligibility Requirement 20.

I.C.3 Institutional Integrity

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 California Community College Student Success Scorecard tracks student achievement, including persistence, degree and transfer outcomes, and CTE completion and transfer rates. Irvine Valley College (IVC) publishes a link to its Scorecard results on the college website's home page ([I.C.28](#)). Student Success Scorecard data is also presented to the Board of Trustees annually ([I.C.29](#), [I.C.30](#)). The college catalog also includes information on the Scorecard completion metrics and the *Student Right to Know* completion data ([I.C.31](#)). Accreditation status is available only one click from the College's home page via the footer or via the "About" drop-down menu ([I.C.32](#)). Learning and evaluation results are relayed to college constituents via Instructional Council, Academic Senate, and strategic planning committees ([I.C.33](#), [I.C.34](#), [I.C.35](#), [I.C.36](#), [I.C.37](#)). Student performance data is also a critical component of program review ([I.C.38](#)).

There are many facets, and thus approaches, for evaluating student learning and student success at IVC. Among these, the College evaluates and documents in TracDat student learning outcomes (SLOs) at the course level, and these are mapped to program and institutional learning outcomes ([I.C.39](#)). For library and counseling services SLOs are evaluated and documented in TracDat as well, using appropriate assessments rather than course skill or information mastery ([I.C.40](#)).

Student learning and student achievement is documented regularly for assessment of longitudinal trends. One of the institution's most important key performance indicators is the completion rate of students. Transfer completion has been an area of particular emphasis at IVC, which has one of the highest transfer and completion rates of any community college in California ([I.C.41](#)). 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 ([I.C.42](#)), through social media ([I.C.43](#)), and other marketing and outreach methods and materials ([I.C.44](#)). Within the College, these and other data are made available to students and the public ([I.C.45](#)), strategic planning committees ([I.C.46](#)), committees working on specific projects such as student equity and other aspects of student success in basic skills, enrollment and retention and further disseminated to shared governance groups by their representatives on these working committees ([I.C.47](#)). College employees may also request new research or access published research studies, survey results, and planning documents on the Office of Research, Planning and Accreditation intranet page and web page, as well as access the District data mart (inFORM) to run reports on a wide array topics ([I.C.48](#), [I.C.49](#)).

Analysis and Evaluation

Irvine Valley College relies extensively on data to guide planning, resource allocation and decision-making. As the evidence demonstrates, data analysis underpins virtually all major college plans and functions and is shared widely among college constituencies, including students and the general public.

The College meets the standard.

I.C.4 Institutional Integrity

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

Evidence of Meeting the Standard

Irvine Valley College (IVC) 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: degree and certificate requirements; general education requirements for IVC, CSU, and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC; cross enrollment at a CSU or UC campus; transfer planning; a location map for California Community Colleges; and a location map and admissions requirements for CSU and UC schools ([I.C.50](#)).

Certificate and degree program information in the *Programs and Majors* section of the printed and online college catalog is organized by school and discipline. The following information is provided:

- Course – an overview of the content of the program
- Major – a description of what students should expect to learn and the overall purpose of the major
- Program Learning Outcomes – expected learning outcomes to be achieved upon completion of the program
- Potential Career – a description of applicable academic fields, careers and vocations for the degree and/or certificate
- Course requirements – a listing of all courses required to complete the program

In addition to the college catalog, certificate and degree information may be found on other relevant pages on IVC's website ([I.C.51](#)). For instance, each school listed in the *Academic*



Schools section of the website provides links to individual academic program pages which contain information on specific programs and degrees ([I.C.52](#)). The Office of Admissions and Records provides timelines for evaluating certificates and degrees on its *Graduation* site ([I.C.53](#)). The Career Center provides employment-related information by major on its *What Can I Do With This Major?* site ([I.C.54](#)). 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 ([I.C.55](#)). Certificate and degree information is also provided in published materials such as the Student Handbook ([I.C.56](#)), in academic program brochures ([I.C.57](#)) and certificate flyers ([I.C.58](#)) provided to students during outreach events or when meeting with counselors and in outreach materials such as *How to Become an IVC Student* ([I.C.59](#)). Students may also view course requirements for degrees and certificates in their MySite portal accounts when using My Academic Plan (MAP) ([I.C.60](#)).

Analysis and Evaluation

The college catalog, supplemented by various pages on the IVC website, provide descriptions of all IVC's certificates and degrees, including their content, expected learning outcomes, course requirements, purpose, and likely associated career paths.

The College meets the standard.

I.C.5 Institutional Integrity

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 College reviews its institutional policies, procedures and publications to assure alignment with its mission, programs and services based on the established flowchart within the *IVC Planning and Decision-Making Manual* ([I.C.61](#)). The College's Strategic Planning and Accreditation Council (SPAC) oversees four strategic planning 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 mission-based strategic planning goals and objectives. SPAC also oversees the establishment of college practices and reviews district policies and administrative regulations, providing critical input to the district wide Board Policy and Administrative Regulation Advisory Council (BPARC) ([I.C.62](#)). College representatives also sit on BPARC, which makes recommendations to the chancellor as representatives of the colleges and of

District Services. At IVC a regular part of each strategic planning committee's meeting agenda is a review of board policies being updated or created. Each committee supports the standard by establishing agenda items on the regular review of policies, procedures, and publications among its meeting topics ([I.C.63](#), [I.C.64](#), [I.C.65](#), [I.C.66](#)). Additionally, Academic Senate is actively engaged with review of Board Policies and Administrative Regulations, particularly those concerning teaching and learning ([I.C.67](#)). Once Board Policies and Administrative Regulations have been reviewed and adopted, the date of the review is noted at the bottom of the document along with all prior review dates ([I.C.68](#)). The Office of Marketing, Public Information and Creative Services (OMPICS) offers a wide range of services—including design and editorial, broadcast, public relations, crisis communication, social media and the college website—to support the marketing of IVC to both internal and external audiences. The OMPICS staff designs and produces the print and electronic materials that adhere to the IVC branding standards and works collaboratively with members of the campus community to ensure the content is accurately reflected in all communications, assuring the integrity of IVC's mission, programs and services across platforms ([I.C.69](#)). The OMPICS also maintains the design, layout and architecture of the IVC website. The OMPICS web team works with each department to generate web content in a clear and concise manner that stays true to IVC's identity. Departmental staff are responsible for the accuracy and maintenance of the information displayed on their pages and are encouraged to work with the OMPICS web team to update and/or create web pages ([I.C.70](#)).

Analysis and Evaluation

The College has established procedures and committees to regularly review board policies, procedures, and publications. In addition to the catalog review procedure described and documented in Standard IC.1, the college staff also regularly review the mission statement, as described in Standard IA.1, and conduct regular program review for both academic and student support services programs, as described in Standard IB.5. The quality, accuracy and consistency of digital and print publications is ensured by practices and guidelines put in place by the Office of Marketing, Public Information, and Creative Services.

The College meets the standard.

I.C.6 Institutional Integrity

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

Evidence of Meeting the Standard

The Irvine Valley College (IVC) website “Student” tab includes a section of links called “Paying for College” ([I.C.71](#)) that directs students to relevant links including the Bursar’s Office ([I.C.72](#)) with links explaining costs and payment options, the Financial Aid Office ([I.C.73](#)), and a separate link for information about scholarships ([I.C.74](#)). In the on-line schedule, textbook information is posted, including links to the Bookstore ([I.C.75](#)). 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.76](#)) and the College’s Net Price Calculator is available online to help students estimate the cost of their attendance at IVC ([I.C.77](#)).

Information about tuition, fees and payment options are available on the Bursar’s Office website ([I.C.78](#)), the Student Handbook I.C.79, and in the college catalog. Information on financial aid options, including cost of attendance ([I.C.80](#)) and net price calculator ([I.C.81](#)), are available on the Financial Aid website. The College accurately informs current and prospective students about the total cost of education, including fees, tuition, textbooks and other potential required fees, and students are informed of specifics in the class syllabus covered during the first class meeting ([I.C.82](#)).

Information about required textbooks are available in the online class schedule by clicking on “Book Info.” This information is provided by the 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, are available on the college’s Gainful Employment website ([I.C.83](#)).

Analysis and Evaluation

Irvine Valley College uses multiple modalities to accurately inform and educate both current and prospective students about their total cost of education, including tuition, fees, textbooks, and other relevant costs.

The College meets the standard.

I.C.7 Institutional Integrity

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.

Evidence of Meeting the Standard

The College abides by an Academic Freedom Statement, published in the online and printed catalog ([I.C.84](#)), which is aligned with District Board Policy 6120, Academic Freedom ([I.C.85](#)). The College also provides a Statement of Freedom of Expression, Civility, and Mutual Respect on the website and in the Policy and Standards section of the catalog ([I.C.86](#)).

Board Policy 8000 (Speech and Advocacy [I.C.88](#)) 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.

Analysis and Evaluation

The College is committed to academic freedom, freedom of expression, and civil discourse as is clearly stated in the relevant policies, statements, and guidelines.

The College meets the standard.

I.C.8 Institutional Integrity

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

Evidence of Meeting the Standard

In accordance with Board Policy 5401 (Student Conduct) and Administrative Regulation 5401 (Standards of Student Conduct), the College publishes a statement on Academic Honesty and Dishonesty in the catalog ([I.C.89](#), [I.C.90](#), [I.C.91](#)). AR 5401, and the statements

on academic honesty include definitions of such terms as falsification, plagiarism, and cheating. They also make clear students' responsibilities for ethical conduct ([I.C.92](#)). The Student Code of Conduct is also available on the Office of Student Services website ([I.C.93](#)) and the Campus Policies website ([I.C.94](#)). The Student Handbook also provides guidance on the student code of conduct, the College's smoke-free campus policy, sexual harassment, gender equity, grievance procedures (including – Title IX Notice, Section 504/Americans with Disabilities Act Compliant/Grievance Procedure), Facebook posting guidelines, and possible disciplinary actions ([I.C.95](#)).

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 reprimand, a written reprimand, a requirement to receive a mental health clearance, placement on disciplinary probation, and suspension or expulsion, depending the severity and frequency of the offense ([I.C.96](#)).

Analysis and Evaluation

The College has adopted policies and procedures to promote academic honesty and provide for potential sanctions for violations. The policies and procedures are widely available in print and online and are communicated to students through several channels, including the catalog, the Student Handbook, and the college website.

The College meets the standard.

I.C.9 Institutional Integrity

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

Evidence of Meeting the Standard

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner.

Board Policy 8000 states, in part:

The District desires to provide the best available curriculum and facilities in order to encourage its students to matriculate, study, graduate, obtain a place of employment, or go on to obtain a further degree...Maintenance of an atmosphere conducive to learning on campus in order to further the educational process is essential to the District, its students, faculty, and staff. This policy is intended to further the District's substantial interests in 1) protecting student health and safety; 2) preventing substantial disruption of the learning environment and the orderly operation of District campuses; and 3) preserving District facilities for their intended use... ([I.C.97](#)).

Additionally, Board Policy 6120 states:

The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution ([I.C.98](#)).

The College's statement on Freedom of Expression, Civility and Mutual Respect, published in the catalog, describes the importance of mutual respect and recognizes the rights of others even in an environment consummately dedicated to freedom of speech:

The Irvine Valley College community recognizes the important role of freedom of expression, civility and mutual respect in fostering a healthy and productive college environment. Therefore, the College encourages an atmosphere of professionalism and cooperation, in which each member's roles and responsibilities are understood and appreciated, and in which the free expression of all opinions, beliefs and ideas is encouraged and respected ([I.C.99](#)).

Moreover, the IVC Faculty Manual (p. 16) clarifies the responsibility of faculty to deliver instruction that meets the established learning objectives and outcomes for a class:

All faculty members are expected to teach the content identified in the Course Outline of Record (COR). The learning objectives, methods of evaluation, and course content components of the COR are published on the details page of the on-line schedule of classes, and are, thus, available to view by anyone with internet access ([I.C.100](#)).

Additionally, as stated in the catalog, students have the right to be protected from harassment, insults and abusive or unlawful behavior. Any college personnel or students found to be in violation of these standards will face disciplinary action that is "prompt, effective, and commensurate with the severity of the offense" ([I.C.101](#)).

Analysis and Evaluation

The District has policies, standards, and procedures in place to ensure faculty and other employees are fair, civil, and objective in their speech and behavior.

The College meets the standard.

I.C.10 Institutional Integrity

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

Irvine Valley College is a public institution open to all students regardless of race, religion or creed. The College does not seek to instill specific beliefs or world views. Moreover, aside from promoting conduct conducive to learning, the College and the District do not promote any particular codes of conduct. The commitment to an open, pluralistic environment is evident in the College's Statement on Freedom of Expression, Civility and Mutual Respect:

To achieve these goals, the College invests its resources in expressing its commitment to free expression, civility, and mutual respect in college publications, including college handbooks and manuals; in proactive education for all employees; by sponsoring projects and activities that bring people together in a spirit of hospitality, service, appreciation, and camaraderie; through regular open forums intended to foster the exchange of ideas; through maintaining open, inclusive and transparent decision-making processes, with regularly published results; and through a peer-driven process—in which all of the governance groups participate and contribute—for dispute resolution, one steeped in finding mutually agreeable solutions ([I.C.103](#)).

Additionally, a primary goal of the District wide strategic plan is to “foster an environment characterized by creativity, innovation, respectful interactions and collaboration” ([I.C.104](#)).

Analysis and Evaluation

The mission and vision of Irvine Valley College and the mission, vision, and values of the South Orange County Community College District clearly show that the College and the District do not seek to instill specific beliefs or worldviews.

The College meets the standard.

IC.11 Institutional Integrity

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.

This standard does not apply to Irvine Valley College.

I.C.12 Institutional Integrity

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

Irvine Valley College (IVC) has striven to comply with all Commission requirements since it was first accredited. Where recommendations have been made in the past, the College and District have taken expeditious action to address them. The president, accreditation liaison officer (ALO), and the Accreditation Oversight Work Group keep the Board of Trustees and the college community informed about changes in accreditation standards and the College's self-evaluation efforts and plans ([I.C.105](#), [I.C.106](#)).

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 reports provide evidence of the College's commitment to comply with eligibility requirements ([I.C.107](#)). The College also submitted a substantive change proposal for online education, adult English as a second language, global studies and biotechnology in fall 2016 ([I.C.108](#)).

In preparation for the current comprehensive self-evaluation and site visit, the college community engaged in a broad-based effort over an extended period of time. The self-evaluation process included the following efforts, activities, and presentations ([I.C.109](#)):

- 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 18-28, 2016 Afternoon Edit Sessions
- October 24, 2016 Review and Comment Period
- October 24, 2016 Board Presentation – Accreditation Process
- October 25, 2016 Third Party Comment – Forum and Webpage Launch

For purposes of communicating with the public and the campus community regarding the College's Accreditation status, the College maintains an Accreditation webpage. This webpage can be accessed from a link in the college website footer; it is therefore only one click away from any page on the IVC website. The Accreditation web page is publicly accessible and contains all documents necessary for complete disclosure including communications from the ACCJC, reports, substantive changes, and other supporting documents ([I.C.110](#)).

Analysis and Evaluation

Irvine Valley College complies with all ACCJC standards, guidelines, and requirements. All required reports and other documents are submitted to the Commission in a timely manner. The college website maintains an archive of past self-evaluation reports and other accreditation documents. Accreditation at IVC is an ongoing process, and the College continuously engages in the process of staying current with accreditation requirements in order to meet and, where possible, exceed them.

The College meets the standard.

I.C.13 Institutional Integrity

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.

Evidence of Meeting the Standard

Irvine Valley College (IVC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College has been continuously accredited since 1986. The latest Accreditation self-evaluation and associated evidence is available to the public on IVC's Accreditation web page. The College also submitted a substantive change proposal for online education and new programs in September 2016 ([I.C.111](#)). Through full disclosure on its Accreditation page, the College demonstrates its commitment to honest and open relationships with external agencies and compliance with regulations, statutes, and rules set forth by governmental agencies. 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 ([I.C.112](#)).

IVC has one program that requires external Accreditation: the paralegal program. As paralegal is a new program at IVC, the College has recently begun the accreditation process and will be having its initial site visit on December 5th and 6th, 2016. Other college programs, such as Athletics and Financial Aid, comply with additional state and federal regulations. The Athletics program complies with the rules and regulations of the California Community College Athletic Association (CCCCAA). To remain in good standing with the CCCCCAA IVC completes an external program review report and files it with the Orange Empire Conference ([I.C.114](#)). Athletics also complies with federal Title IX equity regulations ([I.C.115](#)) and submits an Equity in Athletics Disclosure Act report to the federal Office of Postsecondary Education ([I.C.116](#)). The College also complies with regulations to post Institutional Effectiveness Partnership Initiatives (IEPI) goals ([I.C.117](#)), links to the Student Success Scorecard ([I.C.118](#)), Gainful Employment disclosures ([I.C.119](#)), and federal attendance cost information disclosure requirements ([I.C.120](#)).

IVC's Financial Aid Office communicates with the U. S. Department of Education, providing documentation on a regular basis in order to comply with federal Title IV regulations regarding the administration of federal financial aid programs. In recognition of the College's compliance and good standing, the College is certified with the U.S. Department of Education to provide federal financial aid to students ([I.C.121](#)). The College is also in good standing with the California Student Aid Commission, allowing students to apply for and obtain CalGrants ([I.C.122](#)).

Analysis and Evaluation

As the documentation on the College's Accreditation web page indicates, IVC adheres to the Eligibility Requirements, Accreditation Standards and Commission policies of the ACCJC. Moreover, IVC describes itself in identical terms to each of its accrediting agencies. The College's website is used to communicate any changes in its accredited status and provide

disclosure for any information required by the Commission. The College complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure. Moreover, the College complies with state and federal reporting and requirements.

The College meets the standard.

I.C.14 Institutional Integrity

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

In compliance with Title 5, Irvine Valley College (IVC) operates as a non-profit organization supported by local real estate taxes ([I.C.123](#)). As a non-profit institution, the College has no responsibility or mechanism for generating financial returns for investors, nor does it support any external interests beyond serving its students, its community, and its mission. IVC's commitment to high-quality education, student achievement, and student learning is evident in its mission statement which guides its integrated planning with a focus on student learning, completion, and closing the achievement gap ([I.C.124](#), [I.C.125](#)). IVC also provides innovative, high quality student support services ([I.C.126](#), [I.C.127](#)) and extensive staff and faculty professional development ([I.C.128](#), [I.C.129](#), [I.C.130](#)) in part through participating in major initiatives such as guided pathways and basic skills transformation ([I.C.131](#)).

Analysis and Evaluation

Irvine Valley College is a non-profit college whose primary function is to enable its students to learn and achieve their educational goals. All institutional resources are dedicated to supporting this mission, not to generating financial returns or to supporting external interests

The College meets the standard.

Standard II: Student Learning Programs and Support Services

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

Introduction

Irvine Valley College (IVC) offers programs and services that are aligned with the College's mission and established standards for higher education institutions. In response to IVC's 2010 Accreditation Report, two of the twelve ACCJC recommendations required for reaffirmation of Accreditation centered on Student Learning Outcomes (SLO) development, assessment, and use of results.

- College Recommendation 2: *In order to ensure that the college will meet the Commission's expectations regarding Student Learning Outcomes by 2012, the team recommends that the college expand the identification of assessment strategies for SLOs, implement those strategies, and use the results for continuous quality improvement.*
- College Recommendation 3: *In order to improve, the team recommends that the effectiveness in producing student learning outcomes—the development and assessment of learning outcomes—be a required component, routinely incorporated in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes*

As outlined in the 2013 Irvine Valley College Midterm Report ([II.A.1](#)), and the discussion that follows in Standard II.A.3 (where evidence of meeting the standard is presented), IVC has and continues to make improvements in the area of outcomes assessment.

The College has expanded strategies for improved outcomes assessment by:

- Developing comprehensive timelines for robust student learning and administrative unit outcomes and reporting as part of the Program Review Process ([II.A.2](#), [II.A.3](#)).
- Allocating resources to support a SLO Coordinator and SLO Liaisons to assist faculty in their efforts to maintain sustained SLO assessment cycles and dialogue ([II.A.4](#)).

- Allocating institutional resources to purchase TracDat to input outcomes, assessment results, and use results; and to generate reports ([II.A.5](#), [II.A.6](#), [II.A.7](#), [II.A.8](#), [II.A.9](#)).
- Mapping course-level SLOs to program and institutional SLOs ([II.A.10](#))
- Offering professional development week presentations and training sessions for faculty, staff, and administrators ([II.A.11](#), [II.A.12](#))
- Including SLO development and assessment as a component of faculty performance evaluations ([II.A.13](#))
- Including SLOs on course syllabi ([II.A.14](#), [II.A.15](#))
- Creating a SLO Task Force, which meets twice per month and reports to the Institutional Effectiveness Committee and the Academic Senate ([II.A.16](#), [II.A.4](#), [II.A.17](#), [II.A.18](#))

Standard II.A: Instructional Programs

Standard II.A.1. Instructional Programs

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.

Evidence of Meeting the Standard

Irvine Valley College offers instructional programs that are consistent with the College's mission and offered in fields of study appropriate for higher education. A comprehensive list ([II.A.19](#)) of the programs that are offered at IVC is available to students and the public on the catalog page of IVC's website: www.ivc.edu/catalog.

IVC offers 91 Associate Degrees and 67 Certificates ([II.A.19](#)). Regardless of location or means of delivery, IVC ensures all instructional programs culminate in student attainment of identified student learning outcomes. IVC maintains current articulation agreements with other colleges and universities that can be found on the ASSIST website ([II.A.20](#), [II.A.21](#)). Students who are planning to transfer to the University of California (UC) or California State University (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Plan in lieu of the local general education plans outlined in the AA, AS, AA-T, and AS-T offerings ([II.A.22](#)).

For CTE courses and programs, standards for quality are also maintained by the regional approval process for program development through the *Los Angeles, Orange County, and*

Riverside County Regional Consortia (LAOCRC) ([II.A.23](#), [II.A.24](#), [II.A.25](#), [II.A.26](#)), biennial program review, and annual advisory committee meetings. Additional information about CTE programs may be found in Standard II.A.14.

Analysis and Evaluation

The instructional programs at IVC are offered in fields of study appropriate to higher education and culminate in students transferring to higher education programs and/or attaining degrees, certificates, and vocational skills that are needed for employment. The review and approval processes for courses and programs ensure alignment with the College mission ([II.A.2](#)). To assist students with their educational and career goals, the District and College are implementing technology solutions including developing a Student Success Dashboard and Degree Audit software scheduled for release in 2017.

The College meets the standard.

Standard II.A.2. Instructional Programs

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

Board Policy 2100.1 (Delegation of Authority to the Academic Senate) ([II.A.27](#)), establishes that the faculty are primarily relied upon for matters involving curriculum. In practice, all faculty teaching a given course, regardless of assigned mode of instructional delivery, use the same course outline of record (COR) ([II.A.28](#), [II.A.29](#)) that has been vetted through the curriculum process. The COR establishes course objectives; methods of instruction and assessment; learning outcomes; and offers suggestions for reading and writing assignments, and textbooks.

Continuous improvement for courses and programs is formalized through outcome assessment and the Program Review Process ([II.A.30](#)). Outcomes assessment are done at the course, program, and institution level ([II.A.31](#), [II.A.32](#)). All SLOs and assessment methods are the same regardless of mode of instruction and the results are analyzed and discussed to assess effectiveness and make changes to established teaching methodologies. Program Reviews ([II.A.30](#)) include multi-layered approaches to determine the relevance, appropriateness, and currency of each program, regardless of program type ([II.A.33](#), [II.A.34](#)).

The use of statistics and assessment data from SLOs provide the basis to review each program accurately and determine whether pedagogical or programmatic changes may be necessary. Additional information about courses and programs is provided in Section II.A.3.

Analysis and Evaluation

IVC ensures the curriculum meets academic and professional standards through the curriculum review and approval process. The faculty regularly assess learning outcomes for courses and programs as a means of promoting student success.

The College meets the standard.

Standard II.A.3. Instructional Programs

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

Evidence of Meeting the Standard

The College has identified course and program level outcomes for all courses and programs ([II.A.35](#), [II.A.32](#), [II.A.10](#), [II.A.36](#), [II.A.37](#)). The development and implementation of learning outcomes is supported through the efforts of participatory governance committees/councils (IEC, Academic Senate, Curriculum Committee) and the SLO Coordinator.

A component of the faculty evaluation process includes participation in SLO development and assessment, and inclusion of SLOs in class syllabi ([II.A.13](#), [II.A.38](#)). The Academic Employee Master Agreement ([II.A.39](#)) indicates that:

- Department chairs are responsible for “program and curriculum development and review, [and] SLO development and evaluation.” (page 36)
- Recommendations for continued employment for all faculty are based on items including “information regarding participation in curriculum development and review, and development and assessment of student learning outcomes.” (pages 45, 48, and 50)

IVC uses TracDat ([II.A.5](#), [II.A.40](#)) as the repository for Student Learning Outcomes for all courses and programs offered at the College ([II.A.31](#), [II.A.6](#), [II.A.7](#), [II.A.41](#), [II.A.42](#)). The College promotes best practices ([II.A.43](#)) and 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 that are

outlined on page 25 of the Faculty Manual ([II.A.44](#)) and page 18 of the Online Education Faculty Handbook ([II.A.45](#)).

Analysis and Evaluation

IVC has SLOs identified for all courses and programs, and the assessment results are discussed by department faculty and entered into TracDat for future data retrieval and discussion when the course is reviewed or when data is needed for program reviews and resource requests. In addition, training for faculty, staff, and administrators has been conducted to promote buy-in and increase the effectiveness of the outcomes assessment process ([II.A.11](#), [II.A.46](#), [II.A.47](#), [II.A.48](#)).

The program review process ([II.A.30](#)) at IVC includes a discussion of SLOs for the program in terms of evaluating the program for effectiveness of student learning ([II.A.33](#)). The current SLO process at IVC maps course SLOs to program SLOs (PSLOs) and then identifies the effectiveness of the PSLOs through the results of the course SLOs that are tied to each PSLO. ([II.A.49](#))

The college procedures for developing and assessing SLOs promotes ownership of the SLO process by each department. While TracDat is used as the main repository for SLOs, assessments, results and use of results, all new and revised courses are required to attach SLOs to the COR with the understanding that they will be updated in TracDat. Attaching the SLOs to the COR during the curriculum development and review process ensures that all courses have SLOs identified prior to the course being taught. Please see Standards I.B.1, I.B.2, and 1.B.6 for additional discussion and examples of SLO implementation at IVC.

The College meets the standard.

Standard II.A.4. Instructional Programs

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 distinguishes its pre-collegiate level curriculum in the course outline of record and in the catalog using the established nomenclature ([II.A.50](#)):

- 1–99 Courses in this range generally transfer to both CSU and UC.
- 100–199 Courses in this range generally transfer to CSU but not to UC.
- 200–299 Courses that may occasionally carry transfer credit to four-year institutions. Courses in this range include those intended for skill development and for continuing education (whether related to employment or personal development).

- 300–399 Basic skills courses. Courses in this range are not applicable to associate degrees or certificates, nor do they carry transfer credit to four-year institutions.

These courses do not count toward the 60-unit requirement for graduation and are not used in calculating students' grade point averages for associate degrees or certificates. Pre-collegiate level curricula in reading, English, English as a Second Language (ESL), and mathematics prepare students for college level curriculum. Course schematics ([II.A.32](#)) in English, ESL, and Math identify the pathway that students need to take to college-level courses.

The College provides support services to students enrolled in pre-collegiate courses including counseling ([II.A.51](#)), tutoring ([II.A.52](#)), advising ([II.A.53](#)), and financial aid ([II.A.54](#)). These services are discussed in detail in Standard II.C.

To assist students, the College provides placement test guides, remediation modules, and basic skills accelerations pathways ([II.A.55](#)). Prospective students are offered assessment information including short tutorials on Math and English ([II.A.56](#)). The English and ESL faculty have created accelerated courses for students who have tested into the pre-collegiate level. These accelerated classes combine 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. The Math department determined there was a need for developmental math modules ([II.A.57](#)) to assist students in developing essential skills to be successful in pre-collegiate math courses.

Analysis and Evaluation

IVC is committed to meeting educational needs of students in pre-collegiate courses. Pre-collegiate courses in English, reading, ESL and mathematics are offered to help students improve their skills and abilities. Support services and accelerated pathways are offered to help students succeed and progress to college-level courses. The math department has provided students and prospective students' access to tutorials and sample tests to help students review concepts with the goal of placing students into a higher math course, thus reducing or eliminating exit points for students.

The College meets the standard.

**Standard II.A.5. Instructional Programs**

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

In accordance with Title 5, Section 55063 of the California Code of Regulations and Board Policy 5600 (Associate Degree Requirements [II.A.58](#)), IVC requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate's degree ([II.A.19](#)).

The breadth, depth, quality, rigor, time to completion, and course sequencing for the college's programs are determined through the aforementioned curriculum and program development and review processes ([II.A.30](#), [II.A.59](#)); and in accordance with the Chancellor's Office *Program and Course Approval Handbook* ([II.A.60](#)) and the Academic Senate for California Community Colleges' *The Course Outline of Record: A Curriculum Reference Guide* ([II.A.61](#)). For CTE programs labor market analysis and input from advisory committees and regional consortia are also used to develop programs and make modifications, if necessary ([II.A.25](#)).

Analysis and Evaluation

IVC follows practices common to institutions of higher education in designing degree and certificate programs. The Academic Senate oversees the college's curriculum committee, so faculty expertise ensures academic quality and rigor, and to ensure that curriculum proposals are in accordance with established best practices outlined in the Curriculum Guide and policies outlined in the PCAH ([II.A.62](#)).

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. All degrees are compliant with federal and state mandates. CTE programs receive at a minimum biennial program review ([II.A.63](#)) including feedback from advisory committees to ensure that the coursework and sequencing are in line with workforce development needs.

The College meets the standard.

Standard II.A.6. Instructional Programs

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 Office for Instruction oversees the scheduling component of enrollment management using principles guided by access, bottleneck reduction, and increased throughput to increase student success and institutional effectiveness. To provide a variety of opportunities for students to pursue their educational goals, classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online.

Department chairs, in consultation with the academic deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study in two years ([II.A.64](#), [II.A.59](#)). In addition, the chairs and deans use historical enrollment data, the waitlist system, and faculty input to help determine students' need for courses in order to reduce bottlenecks and facilitate students completing programs within a reasonable period of time, particularly in impacted areas. Additionally, IVC uses block scheduling ([II.A.65](#)), Saturday scheduling and a newly established weekend college program ([II.A.66](#)) to help students who are unable to attend a traditional college schedule find convenient times to enroll in courses.

Analysis and Evaluation

IVC is currently experiencing scheduling challenges as writing and mathematics courses have large waitlists. The institution is 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, the College has improved the waitlist system to give students more information about available courses as well as to provide the College with more accurate data about demand through the use of unduplicated waitlist counts.

Academic planning is a key component that enables students to complete programs in a timely manner. 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 0.5 unit counseling courses for how to achieve degrees using the IVC GE, IGETC, and CSU GE patterns depending upon the students' goals ([II.A.53](#), [II.A.67](#), [II.A.22](#)). Students are encouraged to complete a comprehensive MAP in order to register for classes. Please see Standard II.C for more information about support services.

The College meets the standard.

Standard II.A. 7. Instructional Programs

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

The College offers day, evening, weekend, on-campus, off-campus, credit, noncredit, distance learning, and hybrid courses. Pedagogical methods and instructional delivery modes are approved through the curriculum approval process ([II.A.68](#)). Established instructional methods include: universal design ([II.A.69](#)), small-group discussions, project-based learning, performance-based learning, learning communities, and work experience/service learning.

To support student success, the College offers professional development opportunities at the beginning of every semester that include discussions about student learning and pedagogy ([II.A.12](#)) in an effort to promote the successful delivery of instruction formats to engage different learning styles. School, department, committee, and task force meetings discuss scheduling and best pedagogical practices for their programs on an annual basis ([II.A.70](#), [II.A.71](#)). 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 support of equity and success for all students, the College employs a full-time alternate media specialist, and offers online library resources and online tutoring to ensure that students have access to the tools they need for success. Support services are discussed in detail in Standard II.C.

Analysis and Evaluation

IVC provides opportunities for all students, regardless of learning styles, abilities, or location, by offering courses and support services in several modalities. The College offers courses in varying delivery modes, and tracks enrollment, retention, and success in each mode of delivery. The faculty engage in professional development activities to enhance their ability to meet the student's needs, and learning support services are available on campus and online.

The Online Education Task Force 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. Faculty are encouraged to use multiple modes of instruction involving a combination of audio, visual, written, and kinetic activities. Faculty members are also encouraged to improve their skills through the use of the *Online Education Faculty Handbook* ([II.A.45](#)) and through training offered through @One ([II.A.72](#)), which covers different learning styles for online instruction.

Standard II.A. 8. Instructional Programs

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

IVC currently has home-grown math, English, and ESL assessment exams that are locally validated and approved by the CCC Chancellor's Office ([II.A.73](#)). The validation process includes assessment of content validity, reliability, bias, and disproportionate impact ([II.A.74](#), [II.A.75](#)). The validation process requires testing a minimum of 150 students and correlating their placement with their performance. In addition to these assessment exams, IVC has implemented the use of multiple measures, so students are also placed into classes using AP exam scores, grades/transcripts from other accredited colleges and universities, and high school GPA and transcripts.

Analysis and Evaluation

IVC and Saddleback College were scheduled to use the assessment instrument developed through the Common Assessment Initiative (CAI) in spring 2017 for placement in fall 2017, but in late August 2016 the CCC Chancellor's Office announced a delay because of incomplete assessment validation. In the near future, the colleges will use the CAI assessment instrument (validated by the Research & Planning Group for California Community Colleges) and multiple measures to place students into courses. Please see Standard II.C.7 for additional discussion and examples regarding assessment instruments.

The College meets the standard.

Standard II.A.9. Instructional Programs

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.

Evidence of Meeting the Standard

IVC awards degrees and credits based on commonly accepted standards for higher education and student attainment of learning outcomes. Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) maintains that degrees shall be conferred upon students who have

“demonstrated competence in reading, written expression, and mathematics, and who have satisfactorily completed at least 60 semester units of college work.” In addition, the IVC Catalog ([II.A.19](#)) and Board Policy 6105 (Graduation Requirements for Degrees and Certificates of Achievement) ([II.A.76](#)) establish that for degree awards, student must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted towards the degree, and all courses in the major must be completed with a grade of “C” or better (Title 5 § 55063). All certificate awards have the same student academic standards as degree awards, meaning, a grade of “A,” “B,” “C,” or “P” must be earned for all courses in the certificate program ([II.A.19](#)).

IVC uses the State Attendance Accounting Methods that are based on Title 5, California Code of Regulations sections 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5 outlined in the PCAH ([II.A.77](#)). Accordingly, IVC grants “one unit of credit as a minimum of 48 hours and maximum of 54 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework hours.”

Table II.A.1: Student Learning Hours

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the college’s curriculum management software, CurricUNET ([II.A.68](#)).

Analysis and Evaluation

IVC awards units of credit consistent with institutional policies that follow generally accepted norms or equivalencies in higher education. IVC students are awarded course credit in a given course when they achieve the learning outcomes stated in the COR ([II.A.28](#), [II.A.78](#)) and successfully complete the course by earning a passing grade. Achievement of course outcomes is gauged by student performance on tests, projects, presentations,

papers, and/or other assessments an instructor may use to determine sufficient mastery. Each class must conform to the approved COR which specifies objectives/outcomes for student learning and methods of evaluation. These policies and practices delineate consistent parameters for awarding units of credit and are in compliance with state and federal regulations. Information and resource materials are published in the college catalog.

The College meets the standard.

Standard II.A.10. Instructional Programs

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

IVC grants credit for college units earned at regionally accredited institutions of higher education ([II.A.79](#)). The College makes information about the transfer of credits available to its students through the college catalog ([II.A.79](#)), counseling services ([II.A.51](#)), the transfer center ([II.A.80](#)), and the college website. IVC maintains articulation agreements with both in-state and out-of-state colleges, which are available to students at ASSIST.org ([II.A.20](#)).

In an effort to certify that the learning outcomes for transfer credits are comparable to the outcomes for IVC courses, faculty, counselors, and evaluators in the Admissions and Records Office (A&R) review the student's transcripts and periodically request that the student submit a copy of a syllabi or COR from the other institution. The Articulation Officer is responsible for verifying the alignment of learning outcomes prior to entering into articulation agreements and submitting ASSIST updates.

Analysis and Evaluation

Students attending IVC may use lower-division units earned at regionally accredited institutions. Evaluators in A&R review courses to establish equivalency and consult with the Articulation Officer and academic departments as necessary. IVC has agreements with 13 other regional community colleges. These agreements are designed as a counseling guide to facilitate the lateral use of courses among the Region 8 colleges for the associate degree general education and major requirements.

Standard II.A.11. Instructional Programs

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

IVC has established institutional education goals (IEGs) and associated institutional student learning outcomes (ISLOs) for the following competencies: communication; critical thinking, problem solving, and information access and analysis; global awareness; aesthetic awareness; and personal, professional and civic responsibilities ([II.A.81](#)). All program and course student learning outcomes map to one or more ISLO ([II.A.10](#), [II.A.82](#), [II.A.83](#), [II.A.84](#), [II.A.85](#), [II.A.86](#)). Because individual IVC courses contribute to one or more areas of the five institutional outcomes (ISLOs), students completing an associate degree at IVC will develop skills in quantitative analysis, analytic inquiry and critical thinking. In addition, the students will expand their information and communication competency, and their ability to engage in diverse perspectives and understand ethical reasoning. Certificates in the CTE area include these outcomes, as appropriate to the program, and include program-specific skills needed to enter the workforce.

Table II.A.2: Desired Competency and Corresponding Institutional Student Learning Outcome

Competency	Institution Student Learning Outcomes
Communication	Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Information	Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
Quantitative	Apply mathematical approaches and computational techniques to solve problems; to manipulate and interpret data; and to disseminate the data, methodology, analysis, and results.
Analytic Inquiry	Apply the fundamentals of scientific inquiry to real-life and hypothetical situations.
Ethical Reasoning	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.
Engage in Diverse Perspective	Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.

Analysis and Evaluation

All degrees of the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through major requirements or through meeting general education requirements. To illustrate, the College promotes the understanding and appreciation of diverse perspectives by making it part of the student learning goals established by the ISLO under the heading of Global Awareness. Students should therefore be able to:

- 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 general education required to obtain an AA or AS at IVC includes courses in various areas that promote student understanding and appreciation of diverse perspectives: social sciences; cultural diversity; humanities; and fine arts and languages. Combined, these requirements indicate that a student obtaining a degree from IVC will have taken at least four courses with an emphasis on diverse and global perspectives.

The College meets the standard.

Standard II.A.12. Instructional Programs

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 Meeting the Standard

Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) requires a component of general education for associate degree awards ([II.A.22](#)). Relying on faculty expertise through the Curriculum Committee, SLO Task Force, and Academic Senate, IVC developed a general education philosophy statement that is published in the catalog ([II.A.87](#)) and supports

the notion that “one’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines.”

There are three general education plans that a student may follow to receive an associate degree, specifically, the CSU Certification, IGETC, and the native IVC General Education pattern ([II.A.22](#)). All three general education patterns prepare students for responsible civic participation, lifelong learning, and introspective approaches to the arts, humanities, and sciences.

Analysis and Evaluation

At IVC, “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.” ([II.A.87](#)). Therefore, a substantial component of general education is required of all IVC degree programs. Faculty, including the expertise of the articulation officer, determine the appropriateness of each course for inclusion in the general education curriculum. Since students must successfully complete at least one course, and in some cases more than one course, from each general education area, the SLO Task Force examines course outlines and affirms each course contains appropriate content for the knowledge area in which it is placed to ensure that students have a good opportunity to develop the intended intellectual skills and knowledge irrespective of the courses they choose.

The College meets the standard.

Standard II.A.13. Instructional Programs

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

Evidence of Meeting the Standard

In accordance with Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) all degree programs include a major (i.e. a focused area of study) ([II.A.88](#)). Students must therefore complete a minimum of 18 units in a major or area of emphasis to receive an associate degree. All degree programs have student learning outcomes ([II.A.19](#)) that are reflective of the established competencies for a degree in higher education.

Analysis and Evaluation

The Curriculum Committee and Academic Senate rely on the expertise of discipline faculty to ensure that all degrees include an appropriate focus of study in a major or area of emphasis; the development and revision of all degree programs requires the identification of a major or area of emphasis ([II.A.89](#)). Prior to submission to the Board of Trustees for approval, programs are thoroughly vetted. This review process assures that programs focus on student learning outcomes and competencies that are appropriate for the given field of study.

IVC offers six degrees with areas of emphasis ([II.A.19](#)). During the 2015-2016 academic year, the curriculum committee initiated the review process of these degrees ([II.A.90](#)) and faculty—discipline experts—have been tasked with identifying core courses, where needed, and reviewing interdisciplinary elective courses in consultation with their departments. The review process should be completed by spring 2017.

The College meets the standard.

Standard II.A.14. Instructional Programs

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

To ensure that graduates completing CTE degrees and certificates demonstrate employer-expected competencies: CTE programs are reviewed biennially using labor market and employment forecasting information ([II.A.63](#), [II.A.91](#), [II.A.92](#), [II.A.93](#), [II.A.94](#)); each program has annual advisory committee meetings ([II.A.95](#), [II.A.96](#), [II.A.97](#)); prior to local approval, curriculum is approved thorough local consortia, LAOCRC ([II.A.24](#)); and the IVC CTE Task Force meets monthly to discuss curriculum, pedagogy, industry needs, and provide training ([II.A.26](#)).

Analysis and Evaluation

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 revisions ([II.A.98](#)). The faculty and deans of 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 when 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. IVC also participates in the Career & Technical Education (CTE) Employment Outcomes Survey ([II.A.99](#)) yearly and provide the feedback and data to faculty for inclusion in their program reviews.

The College meets the standard.

Standard II.A.15. Instructional Programs

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

IVC has a program discontinuance/elimination policy that was revised in 2005 and again in 2012 ([II.A.100](#), [II.A.101](#)) that takes into account issues that may affect students. 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. Since students have catalog rights ([II.A.102](#)), the primary mechanism for addressing the needs of students who miss opportunities to take courses during the phase out period would be course substitution.

Analysis and Evaluation

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 ([II.A.103](#)). 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.

The College meets the standard.

Standard II.A.16. Instructional Programs

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

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all instructional programs irrespective of the mode of delivery ([II.A.30](#), [II.A.2](#)). The Program Review Process is supervised by the college's Institutional Effectiveness Committee ([II.A.104](#)). 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 ([II.A.30](#), [II.A.105](#), [II.A.42](#), [II.A.9](#)). Every two years, departments re-evaluate program objectives, strategies and action steps in a program review update.

Analysis and Evaluation

SOCCCD's InFORM Data Warehouse provides comprehensive program statistics for use in program review ([II.A.106](#), [II.A.107](#)). 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 ([II.A.107](#)). Thus, the College provides sufficient data and a robust program review process that allows all programs to evaluate their effectiveness on a regular cycle.

CTE program are evaluated every two years ([II.A.63](#)). Please see Standard II.A.14 for addition information about the CTE program and course development and evaluation processes.

The College meets the standard.

Standard II.B: Library and Learning Support Services

Standard II.B.1. Library and Learning Support Services

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

Irvine Valley College offers a large and well-staffed library, six learning centers, and 257 computers to support student learning. The College has invested in technology to allow online access to tutoring and library resources. The College utilizes program review, surveys and other data collection modalities to assure learning resources are of sufficient quantity, currency, depth, and variety to meet student learning needs ([II.B.1](#), [II.B.2](#), [II.B.3](#)).

Table II.B.1 Library Data 2015 – 2016

Library	
Number of Librarians	3
Number of Staff	8
Number of Visits	383,256
Number of Classes Taught (library orientations and learning workshops)	164
Size of Collection	40,000
Number of public access computers	122
Hours of Operation	7:45 a.m. – 9:00 p.m. (M-Th) 7:45 a.m. – 4:00 p.m. (F) 10:00 a.m. – 2:30 p.m. (S)

Library collections development is collaborative and utilizes both faculty expertise and library association recommendations as guides. More information on this development can be found in Standard II.B.2. Sufficiency of learning resources and services is determined through the College's program review process and student surveys, described in more detail in Standard II.B.3.

IVC houses six learning resource centers (LRCs) on campus which provide instruction and/or tutoring. The learning support services 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 ([II.B.4](#), [II.B.2](#), [II.B.5](#), [II.B.6](#)).

Table II.B.2 Learning Center Data 2015–2016

Learning Centers	Students Served	Computers	Hours of Operation
Math Center	1300	20	8:00 a.m. – 6:50 p.m. (M-Th) 8:00 a.m. – 1:50 p.m. (F, S)
Writing Center	1,927	26	8:00 a.m. – 8:00 p.m. (M-Th) 9:00 a.m. – 3:00 p.m. (F)
Adult ESL Center	1000 (est)	25	11:30 a.m. – 6:00 p.m. (M) 9:00 a.m. – 1:00 p.m. (Th) 2:00 p.m. – 6:00 p.m. (Th) 9:00 a.m. – 11:00 a.m. (F) 2:00 p.m. – 5:00 p.m. (F)
Language Acquisition Center	1000	30	8:00 a.m. – 8:00 p.m. (M) 9:30 a.m. – 8:00 p.m. (T) 8:00 a.m. – 6:30 p.m. (W) 9:30 a.m. – 6:30 p.m. (Th) 8:00 a.m. – 2:00 p.m. (F)
Student Success Center	3000	60	9:00 a.m. – 7:00 p.m. (M-Th) 9:00 a.m. – 2:00 p.m. (F) 10:00 a.m. – 3:00 p.m. (S)
Center for Asian American Native American Pacific Islanders (CAANAPI)	200	16	9:00 a.m. – 5:00 p.m. (M-Th) 9:00 a.m. – 2:00 p.m. (F)

Equity and access are important considerations for student learning and support at IVC, so the College ensures that students in all locations, irrespective of the mode of instructional delivery or program, receive equitable support by library services and learning centers ([II.B.7](#)).

Analysis and Evaluation

Campus processes assure that the quantity, currency, depth and variety of learning resources are sufficient to meet student needs. The College uses collaborative discussion, program review, survey data, and other data points to assess the sufficiency of student learning resources ([II.B.8](#)). When it is determined that additional resources are needed, the library and LRCs use the resource request process to request materials, staffing, technology and/or facilities.

Librarians routinely conduct 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 ([II.B.9](#)). Furthermore, discipline faculty from the library and the student learning resource centers attend conferences to learn about current innovations and best practices in the discipline and, in turn, invite vendors to make presentations for new products and technology at IVC. Faculty share these presentations with their colleagues and dialogue about how these best practices and/or products may be brought to IVC.

The College meets the standard.

Standard II.B.2. Library and Learning Support Services

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

Evidence of Meeting the Standard

The library mission statement reads as follows: "The mission of the IVC Library is to cultivate student success, information competency and lifelong learning by providing quality services and programs to ensure equitable access to information resources for Irvine Valley College's diverse community." Relying on the expertise of faculty, including librarians, and other learning support services professionals, IVC selects and maintains educational equipment and materials to support student learning and enhance the achievement of both the library and college missions.

The equipment and materials to support student learning for all students, including those taking online courses, include: library videos, media players, reference and circulation materials, periodicals, calculators, human anatomy models, Office 365, discount software packages, and MySite. Additional software items are listed in Table II.B.3.

Table II.B.3 Available Software and Description

Software	Description
Mediasite	Video platform to provide faculty storage for digital content including video and audio, files
Blackboard and Canvas	Course learning management systems
Library Databases	Libguides, LibAnswers, and WorldCat
Pharos	Online printing
Blackboard Collaborate	Video conferencing and online collaboration learning tool
Libcal	Online room reservation system

Software	Description
Smarthinking	Online tutoring

Analysis and Evaluation

Librarians are informed through CurricUNET when a new course is launched. At that point, an assigned librarian verifies that the library collection is sufficient in depth and breadth to support the new course or program. 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. 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 the sufficiency of database collections. Once a given resource is identified as needed, the library enters resource requests for the items.

Some of the learning centers at IVC are tied directly with course curriculum, such as the Math, Writing, Adult ESL, and Language Acquisition Centers. The direct connections with courses guide the centers' use of software and materials in order to assist students most effectively. 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 needs of distance education (DE) students are solicited from faculty and students in order to inform the selection of library resources. All faculty, including faculty teaching DE, are contacted via email every semester for library material recommendations for their courses and programs. These resources also serve as supplemental and accessible information for all students. Additionally, the IVC website offers tutorials, orientations and other resources to assist all IVC students who are unable to come to campus. The IVC library houses computers available for all students, providing access to specialized software, Blackboard, Canvas, printing, email and scanning. Additionally, the library provides access to headsets, portable DVD drives, USB drives and reserve textbooks.

The library and learning resource centers select and maintain their instructional equipment and materials through a collaborative process that avails itself of both faculty expertise and institutional data.

The College meets the standard.

Standard II.B.3. Library and Learning Support Services

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 College uses a variety of methods to assess the adequacy of its library and learning centers in meeting student needs. These include the institution's program review process and analysis of survey and SLO data ([II.B.10](#), [II.B.3](#), [II.B.8](#), [II.B.5](#), [II.B.6](#)). Through the program review process, SLO assessments, and survey data, the College engages in regular and robust assessment of the adequacy of the library and student learning centers. The results are discussed collaboratively and become the basis for the improvement of the library and learning centers. Further, the library generates statistics using gate counts, circulation and reference desk transactions, workshops, and orientation attendance counts that are used for program improvement.

Analysis and Evaluation

All Learning Resource Centers collect SLO data each semester through surveys. In the fall, the Writing Center conducts an annual survey of all currently enrolled students. The results consistently demonstrate the Writing Center does meet students' needs. LAC activities, such as writing conferences with faculty, are graded components of ESL 301 and 201 courses; thus, both the use and effectiveness of the lab services are measured throughout the semester in these courses.

The Student Success Center (SSC) also engages in research studies with the IVC Office of Research, Planning and Accreditation ([II.B.6](#)). Quantitative studies have considered 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 via 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, then grouping those behavioral findings into traits or trend categories which are compared to objective measures, such as course completion or course grades ([II.B.6](#)).

It is important to IVC that equitable services are provided for DE students. While the library is unable to distinguish DE students who use the library from other students who are simply

using online resources, DE students have the same access to material and the ability to provide feedback and request materials as do in-person students.

The College meets the standard.

Standard II.B.4. Library and Learning Support Services

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 College contracts with outside vendors to provide up-to-date technology for the library and learning centers. The library and learning centers work closely with IVC technology services to manage contracts, and assess and ensure the quality of contracted services. Table II.B.4 contains some important examples of services provided by outside vendors to enhance the accessibility and functionality of IVC's library and learning resources.

Table II.B.4 Examples of Contracted Library Support Services

LLR Programs	Vendor	Purpose
Library	OCLC WorldShare Management System	Accessible library resources and resource management
Library	YBP, GOBI	Collection development and tracking; databases; periodicals
Library	SpringShare LibApps	statistics, for LibGuides, for LibCal (study rooms)
Library	Desktracker	Statistics
Library	3M	Gate counts
Student Success Center	Smarthinking	Online tutoring
All centers	Pharos	Common print system
All centers	Lynda.com	Technology training
All centers	SARS Software	Student use tracking



The College and District collaborate to ensure security, and maintenance and reliability of services provided by outside vendors. The library and learning centers utilize data to analyze and review service usage to ensure accessibility of services for students. Examples include the transition to the Canvas learning management system (LMS), the utilization of Smarthinking by the Student Success Center, the adoption of a common print system, and the use of SARS software to track learning center use.

Analysis and Evaluation

The library and learning centers use a common print system. Following consecutive assessments with substandard results, it was determined that the vendor that was used for over ten years was not meeting the needs of the students. A collaborative effort between IVC and Saddleback reviewed several options and determined that Pharos would serve as the vendor for printing services beginning summer 2016. The new print system was fully implemented fall 2016 and has been evaluated as serving the campus' needs effectively to date.

The College meets the standard.

Standard II.C: Student Support Services

II.C.1 Student Support Services

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.

Evidence of Meeting the Standard

The institution provides support programs and services to students that include: Admissions and Records, the IVC bookstore, the Bursars Office, 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 Ambassadors program, Student Life, Student Equity, Student Success and Support Program (SSSP/Matriculation), the Transfer Center, and the Veterans Services Center (VSC). The services provided by these programs support student learning and enhance the accomplishment of the mission which states: "... *We support student access, success, and equity....*" ([II.C.1](#)). Innovative ideas to accomplish this mission are encouraged and supported college wide as evidenced by the Implementation of Student Success Task Force Recommendations form, created to log campus efforts supporting the Student Success Act of 2012 ([II.C.2](#)). One such initiative to increase student engagement and promote campus connectedness is the Student Ambassadors program. Started in 2014, this leadership program has successfully graduated two cohorts of students that include the 2015 IVC student commencement speaker and a student recognized by the Chancellor of the California Community College system in his 2015 *State of the System* address ([II.C.3](#)). To celebrate the institutions diverse student population and support the mission of the institution, the 2016 Laser Week student orientation partnered with ELEVATE and Student Equity to integrate cultural diversity and learning into the orientation.

The institution ensures quality by conducting a comprehensive program review that includes measurable student learning outcomes (SSLOs), every 3 years ([II.C.4](#), [II.C.5](#), [II.C.6](#), [II.C.7](#), [II.C.8](#), [II.C.9](#), [II.C.10](#), [II.C.11](#), [II.C.12](#)). Surveys are used as a tool to ensure students are meeting the individual learning outcomes established by each department ([II.C.13](#), [II.C.14](#), [II.C.15](#), [II.C.16](#), [II.C.17](#), [II.C.18](#)). Student service programs assess student satisfaction with services and initiatives through participant evaluations, student comment cards and surveys.

This is evidenced by the changes made to Fast Friday events, which allow students to complete assessment, advisement and orientation in one day. Due to feedback from participants, the format was changed to decrease the required time needed ([II.C.19](#)). Laser Week, an IVC student success initiative that was created to promote student engagement and address the number of students who did not complete the matriculation steps for the upcoming semester has conducted satisfaction surveys, the results have not yet been analyzed ([II.C.20](#)). The freshman advantage was internally analyzed and showed that overall, FAP students were more likely to be enrolled full-time (22.8 points higher), complete all courses at a higher rate (7.7 points higher) as well as the core GE courses (7.5 points higher) and the Basic Skill courses (7.5 points higher) ([II.C.21](#)).

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 ([II.C.22](#), [II.C.23](#)). The State Chancellor's office conducts annual program audits on categorical programs offered at Irvine Valley College to ensure program compliance and effectiveness ([II.C.24](#)). 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 ([II.C.25](#), [II.C.26](#), [II.C.27](#)). 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 ([II.C.28](#)). 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 and can be found on pages 58-59 of the plan ([II.C.28](#)). Currently in the planning phase, the re-entry center will be initiated in spring of 2017.

Student support services have experienced their greatest transformation 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 in a chart as Appendix A.

Analysis and Evaluation

To further address the needs of our diverse student population, IVC ensures in-person assistance is available in the evenings and on weekends; additionally, online services continue to increase in availability. 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 open until 7 pm Monday-Thursday and makes appointments available on Saturdays.

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. Currently, Irvine Valley College administers the Distance Education Survey each major term. Since fall 2014, the survey has incorporated two questions pertaining to students' access and perceived usefulness of student service areas online. These results will be incorporated into the VPSS AUR and shared with all student services managers ([II.C.29](#)). 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.

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, enrollment verification Degree Audit (Implementation phase)
2. Assessment/ Matriculation/SSSP	X	X	X	Orientation, schedule appointment, advisement, 1 st semester My Academic Plan (MAP)
3. Bursar	X	X	X	Request refund
4. CalWORKs	X	X	X	
5. Career Center	X	X	X	College Central Network (II.C.30)



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 (II.C.31) Summer 2016: implementation of new online counseling system, BoldChat
8. DSPS	X	X	X	
9. EOPS/CARE	X	X	X	
10. Financial Aid	X		X	FAFSA, My Financial Aid Status Check (II.C.32)
11. Guardian Scholars	X		X	Phone Counseling, email q&a, weekly digest sent to all participants (II.C.33)
12. Health & Wellness Center	X	X	X	Quarterly newsletter sent to all students/embedded links (II.C.34)
13. International Students	X		X	Monthly newsletter sent to all students/embedded links (II.C.35)
14. Outreach	X	X	X	n/a
15. Student Life	X		X	ASG voting
16. Student Equity				
17. Transfer Center	X		X	
18. Veterans Service Center	X		X	

* Evening hours constitute in-person services available after 5pm.

The College has met the standard.

II.C.2 Student Support Services

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

Evidence of Meeting the Standard

The 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 ([II.C.36](#), [II.C.37](#)). 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) ([II.C.38](#)).

Programs perform annual updates to the comprehensive 3-year review ([II.C.4](#)). Meetings with the Office of Research, Planning and Accreditation, area managers, and, when appropriate the Vice 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 ([II.C.39](#)). 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. 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. 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.

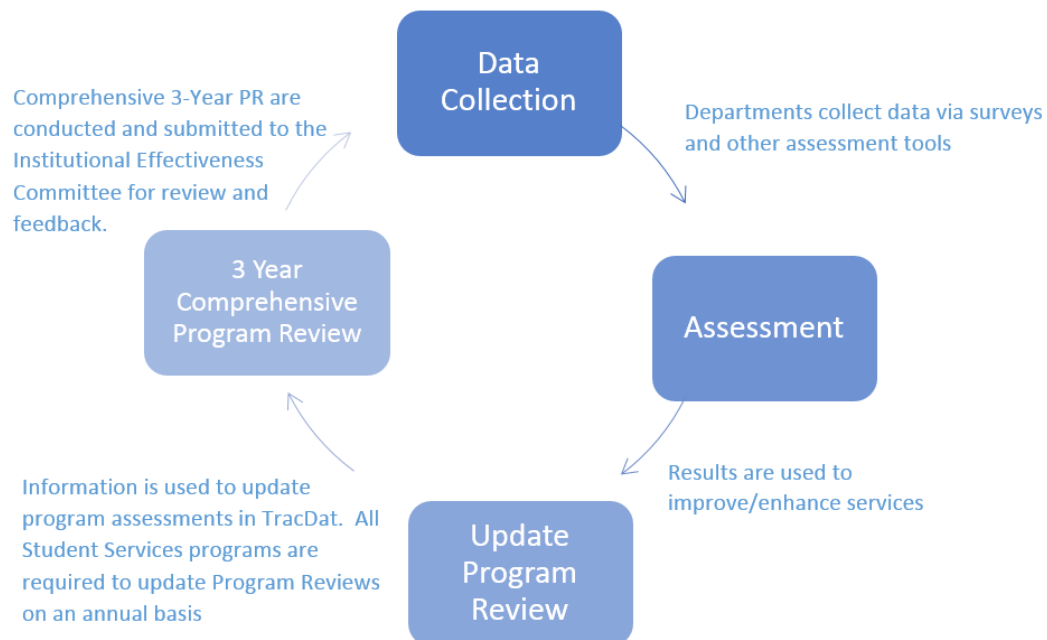
When surveyed in spring 2012, 83% of students knew how to apply for financial aid and 71% knew how to complete their file in order to receive financial aid. However, as late as 2013-2014, only 34% of students attending IVC were receiving financial aid.

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. 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.

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 ([II.C.17](#)).

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 ([II.C.40](#)). Training topics have included basic overview, integrating SSOs with mission statements ([II.C.41](#)), 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 ([II.C.42](#)).





Analysis and Evaluation

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.

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

The College meets the standard.

II.C.3 Student Support Services

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 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.

Analysis and Evaluation

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, CalWORKs, 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.

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. 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.

Program/Location	Implementations
Child Development Center	The enrollment process is used to acquire information about the primary languages spoken by enrolled families, this is utilized to ensure cultural sensitivity is provided to all who are enrolled at the center.
DSPS	DSPS students are surveyed throughout the year, through both on-campus surveys and via e-mail through the Office of Research, Planning and Accreditation. Results indicated that a significant number of students with disabilities are enrolled in evening classes, yet support services were not offered during this time. The DSPS office has extended operating hours to 7pm to accommodate the needs of these affected students and ensure equal access to services.
Veteran Services Center	An in-person survey was made available to all students who use the VSC indicated that 85% of the respondents did not utilize services offered by DSPS. As a result, a strong collaborative effort between DSPS and VSC was implemented, including monthly outreach presentations and training of the Veterans Counselor to authorize and approve DSPS accommodations.
Student Life	

Analysis and Evaluation

The student support programs at IVC assess and provide for students' needs, regardless of service location or delivery method. This is evidenced by the implementation of many changes as a result of student surveys and student comment cards. Student surveys are distributed both in person as well as emailed surveys through the Office of Research, Planning and Accreditation.

At a programmatic level, programs make changes based on feedback to improve the services offered to students. The Child Development Center revised the Student Guidelines, which is required to be read by each student prior to entering the

classrooms, to inform students of practices, policies and procedures that outline the expectations in the center. The changes were based on the student feedback received, recommending an emphasis on discipline and guidance.

Admissions and Records partnered with the Bursar's office and administered a student survey in 2011. One of the questions asked students if they knew when their upcoming registration appointment information was released. The results indicated only 68% were aware of when the appointment information was made available. As a result, a Dates and Deadlines webpage was created. Additionally, Admissions and Records worked with the Marketing department to send emails to all continuing students, post announcements through the college's Facebook and Twitter profiles, and run announcements on the marquee in an effort to alert students when registration times for the next enrollment term are available. In 2014, correspondence was sent to the student three days before, and the day of, their registration time as a reminder of their appointment. To determine the effectiveness of these efforts, the office of Research, Planning and Accreditation worked with Admissions and Records to determine if any changes occurred in registration appointment time usage.

Based on the results of the student survey completed for the Counseling department in spring 2011, it was found that 85 % (214/253) of respondents expected to transfer. The following services were expanded and/or created as a result of the survey responses:

- The Transfer Center Coordinator/Counselor was increased from a 50% assignment to a 100%.
- The Articulation Officer/Counselor was increased from a 75% assignment to a 100%.
- Established monthly counselor training to ensure counselors were aware of changes to the transfer process/requirements, discuss best practices, invite university transfer representatives to give an overview of admissions process/requirements, review case studies, and provide updates on other counseling related items.
- Expanded the variety and frequency of transfer-related workshops and transfer institution tours. (Flyers from Campus tours, include 3-day Northern Ca)
- Academic planning lab (MAP Lab) was created where students are able to come in and work on academic plans independently or with the assistance of a counselor when desired.
- Expanded hours in the Counseling Center on Friday's to 8am-5pm (from 8am-12pm) and added Saturday hours from 9am-1pm. Transfer Center expanded its evening hours from 5pm to 7pm Monday through Friday.



In the VSC, an annual anonymous survey is completed via the office of Research, Planning and Accreditation, distributed to all students identified as a former/current military service member ([II.C.42](#)). Results from the 2015 survey showed the following changes from 2014:

- a) 6% increase in enrollment
- b) 11% increase in persistence rate.

The increases were identified as resulting from additional support services provided in the VSC. The survey also revealed that 85% of veterans do not utilize DSPS services. A plan of action has been implemented that will have a DSPS Specialist or Counselor attend VSC meetings, workshops, and events, for access and to educate on the support services provided through the DSPS office. Also included in the plan of action is to install accommodated software programs in the VSC computer lab, for student use. From 2014 to 2015, survey results indicated a larger percentage of respondents utilized and were satisfied with the increase of psychologist appointments to 4 days per week to assist veterans with acclimation and daily life situations. The financial aid applications submitted and completed increased from 2014 to 2015.

The HWC survey found that the facilities where the health center is located were not adequate, time of wait was long, services were not efficient or sufficient and that the center itself was dirty. Post survey, a restructure plan was developed and new staff were hired, the health center flooring replaced, new equipment and furniture was ordered and installed, and staff were trained on efficient ways of assisting students with more efficient equipment, a new medical record system and within one year the satisfaction surveys were improved significantly by students with an overall satisfaction rate of over 94%.

Plan

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	VPSS	Spring 2019



Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
	others at site once completed.		
Degree Audit Beta Testing	Admissions personnel will complete degree audit beta testing, student self-service will be online testing, students will run own degree progress audits to note progress toward degrees.	Admissions/Articulation/SSSP	Spring 2017

The College meets the standard.

II.C.4 Student Support Services

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

Irvine Valley College offers co-curricular programs, including 15 athletic teams. With operational support from the Office of Student Life, students are able to participate in eight co-curricular programs including Athletics as well as 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.

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. 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 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 ([II.C.43](#)).

In addition to offering training workshops, 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 IVC Constitution 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.

The ASIVC ratified four goals in the 2015-2016 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 ([II.C.44](#)), 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 co-curricular and extra-curricular programs, the Associated Student of IVC (ASIVC) implemented an annual allocation budget process that included mid-year program and goal updates. They are in process of working with the Office of Research, 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 ([II.C.45](#)).

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 ([II.C.45](#)).

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 ([II.C.46](#)).

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 4-year) in compliance with the strict proportionality test of Federal Title IX laws. (8)* Maria to link Nancy's evidence here. 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 ([II.C.45](#)).

Analysis and Evaluation

Irvine Valley College co-curricular programs and athletic programs are aligned with the institution's mission. With eight co-curricular programs and over 40 student clubs, the College does promote and support the social and cultural dimensions for its students. The College has strict budget guidelines that requires campus-wide participation and mid-year updates on program goals and allocations.

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

The College meets the standard.

II.C.5 Student Support Services

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 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 ([II.C.47](#)).

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.

In spring 2016 counselors participated in a book review of “Redesigning America’s Community Colleges” by Bailey, Smith, Jaggars, and 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 ([II.C.48](#)).

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 ([II.C.49](#), [II.C.50](#)). 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.

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.
- **Virtual Counseling:** As desired or needed, appointments are conducted using Skype or FaceTime.
- **Counseling FAQ's (Knowledgebase):** Provides answers to frequently asked questions.
- **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 and Evaluation

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 ([II.C.51](#)).

The college has an outlined process for faculty evaluation and the granting of tenure as stipulated in the Academic Employee Master Agreement. 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.

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.



Plan

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 leveraged for further exposure.	Counseling Faculty, IT, Technology Taskforce	Fall 2017

II.C.6 Student Support Services

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

Evidence of Meeting the Standard

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 ([II.C.1](#), [II.C.52](#)).

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.

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.

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 ([II.C.53](#), [II.C.54](#), [II.C.55](#), [II.C.56](#), [II.C.57](#), [II.C.58](#), [II.C.59](#), [II.C.60](#), [II.C.61](#), [II.C.62](#), [II.C.63](#), [II.C.64](#)).

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). Pre-requisite 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 ([II.C.65](#), [II.C.47](#)).

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 and Evaluation

The District has adopted admissions policies and procedures consistent with the Education Code and Title 5 of the California Code of Regulations.

The College has established processes to require orientation, assessment and advisement which includes developing a first semester academic plan. The college has also adopted processes to require students to complete comprehensive academic plans.

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.

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.

The College meets the standard.

II.C.7 Student Support Services

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

Evidence of Meeting the Standard

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 ([II.C.66](#)). 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. 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. ([II.C.67](#), [II.C.52](#), [II.C.56](#), [II.C.55](#), [II.C.59](#)).

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 ([II.C.68](#), [II.C.52](#) pg13).

The college may use an approved assessment instrument, but must still validate cut scores. IVC uses the CTEP for English Placement. 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 ([II.C.69](#)). 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, Elementary Algebra, Intermediate Algebra, Trigonometry and Pre-calculus ([II.C.70](#)). These questions are PDF files that can be accessed free on the Math department's and on the Assessment Overview web pages.

Analysis and Evaluation

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 ([II.C.71](#), [II.C.72](#)).

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

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

II.C.8 Student Support Services

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

Student records are kept securely and confidentially ([II.C.73](#)). 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 ([II.C.73](#), [II.C.74](#), [II.C.75](#)).

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 ([II.C.76](#), [II.C.77](#)). 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 ([II.C.78](#), [II.C.76](#)). 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, and in the annual Faculty Manual issued by the Office of Instruction. 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. 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. 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 and Evaluation

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 understanding the requirements of FERPA for new employees.	Identify an available product/module that the Office of Human Resources can purchase or use for new employee orientations and for current employees.	Office of Admissions and Records; Office of Human Resources	Fall 2017
Develop a data handling manual as a resource for college employees who manage student information, in conjunction with Saddleback College and District Services	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 III.A: Human Resources

Standard III.A.1 Human Resources

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

Evidence of Meeting the Standard

The 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 ([III.A.1](#)). 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 ([III.A.2](#), [III.A.3](#)). The College and its District have three comprehensive and rigorous policies governing the hiring of administrators and managers ([III.A.2](#)), faculty ([III.A.1](#), [III.A.4](#)), and classified staff ([III.A.3](#)).

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) ([III.A.5](#)). Departmental faculty, in consultation with the administration and

the Office of Human Resources (OHR), 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 OHR. The minimum and desirable qualifications are clearly stated within the published position descriptions/job announcements. This process assures the maintenance of appropriate qualifications for faculty academic positions including faculty.

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 [III.A.6](#)). 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 and goals, and accurately reflect the position duties, responsibilities, and authority.

Analysis and Evaluation

The College's 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.

IVC 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 by the Vice Chancellor of HR & Employer-Employee Relations or a designee.

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 ensure 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 determined by mutual agreement of the District and CSEA. The OHR works with

the corresponding manager and/or administrator to determine the minimum and desirable qualifications for the new classification (CSEA Contract [III.A.7](#)).

In accordance with AR 4011.1, (Recruitment: Full-time Faculty [III.A.1](#)) the faculty plays a primary role in the selection of faculty as mandated by California Education Code Section 87360. In order to attract the most qualified candidates, after a position has been identified and board approved all positions are advertised through the OHR. 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 ([III.A.8](#)).

A number of faculty job descriptions include Distance Education (DE) expertise and experience as a desirable qualification. Schools and departments can decide if they wish to teach DE ([III.A.8.2](#)). 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 [III.A.9](#)).

The College is in the process of formalizing its part-time faculty hiring process, as documented ([III.A.10](#)). 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 the OHR first and then the chair, or designee, of the corresponding department with full-time faculty members of the committee screen and review applications forwarded by the OHR, giving full consideration to the special needs of the department/school or program and the student populations to be served.

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 OHR 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 Academic Senate. 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.

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 ([III.A.11](#)). 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 College president for second-level interviews ([III.A.12](#)).

The College meets the standard.

Standard III.A.2 Human Resources

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.

Evidence of Meeting the Standard

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” ([III.A.13](#)).

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 ([III.A.14](#)).

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 [III.A.15](#)).

The college identifies faculty expertise in DE instruction through the regular hiring process including the job posting, application review, interviews and reference check process. The hiring committee determines 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, when appropriate, 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.

Analysis and Evaluation

The college assures that faculty qualifications include the necessary knowledge and skills through engagement of discipline experts in the hiring faculty process, a comprehensive review of the background and experience of the applicants, and consideration of teaching demonstrations.

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 ([III.A.16](#)). In addition, the *IVC Distance Education Handbook* provides definitions of, and a list of faculty best practices for, online and hybrid teaching for evaluative purposes of those individuals teaching online and hybrid courses (IVC DE Handbook [III.A.17](#)) and, 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 positive; the revised process is found in the collective bargaining agreement under Article XVII: Faculty Evaluations. In addition, at this time, the District is working on developing and implementing a new evaluations form which both the Faculty Association and District believe will be forthcoming in the fall of 2016 (Performance Evaluation Review [III.A.18](#)). The faculty performance evaluation process is documented further in the response to Standard III.A.5, below.

The College meets the standard.

Standard III.A.3 Human Resources

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

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.

Analysis and Evaluation

The well-defined and managed hiring process coupled with 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 ([III.A.19](#)), 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."

The College meets the standard.

Standard III.A.4 Human Resources

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

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 OHR or the College. The selected applicant must provide official transcripts which are verified by the OHR 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 ([III.A.20](#)).

In addition, the faculty position hiring process requires 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.

Analysis and Evaluation

To date, the District'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 ([III.A.7](#)). This process is conducted once every five years. Classified staff employees as well as managers and administrators may also have their classified staff positions 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.

The College meets the standard.

Standard III.A.5 Human Resources

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

Evidence of Meeting the Standard

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 ([III.A.21](#)) governs faculty performance review and evaluations ([III.A.22](#)).

The purpose of the evaluation process for tenured and part-time faculty is "to improve the teaching/learning process and delivery of student services," and "to provide a basis for

professional growth and development.” (section II. “Tenured Faculty Evaluation” of the Master Agreement). 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 part-time faculty are evaluated during the first semester of their assignments and subsequent evaluations occur every sixth semester during which an instructional assignment is held, and no fewer than once every four years. 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 ([III.A.21](#)).

In accordance with Board Policy 4090 ([III.A.23](#)), 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 ([III.A.24](#)).

In accordance with the CSEA contract ([III.A.7](#)), 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 ([III.A.25](#)).

Analysis and Evaluation

At Irvine Valley College, personnel evaluations are connected 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 contributes toward reaching the goals, objectives and mission of the College. Performance evaluations provide the vehicle for the College to ensure those goals and objectives are reached in an effective manner to achieve institutional improvement. 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 ([III.A.26](#)). 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. Although a different rating scale is used for each employee group, the evaluation criteria for each group include effectiveness as a part of the process ([III.A.27](#)).

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, the faculty professional development process, as documented in section III.A.14, encourages these areas.

According to the 2015 Employee Survey ([III.A.19](#)), 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.

The College meets the standard.

Standard III.A.6 Human Resources

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.

Evidence of Meeting the Standard

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 ([III.A.21](#)).

Analysis and Evaluation

Faculty work together to assess Student Learning Outcomes (SLOs) 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 requesting additional resources to improve their programs, including DE.

The College meets the standard.

Standard III.A.7 Human Resources

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.

Evidence of Meeting the Standard

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 ([III.A.28](#)). 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 ([III.A.29](#)).

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).

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.

The district wide Faculty Obligation Number (FON) calculations for the most recent 3 years are below ([III.A.30](#)).

- 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 percent, 2014-15 in 51.89 percent, 2013-14 in 51.45 percent.

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 include positions based on programmatic need of an existing program, expansion of an existing program and/or service due to demand, or 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 Task Force meetings ([III.A.31](#)).

Analysis and Evaluation

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 ([III.A.32](#)), FT Faculty ([III.A.33](#)))

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 percent 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 percent. (spring 2014 ([III.A.34](#)), fall 2014 ([III.A.35](#)), spring 2015 ([III.A.36](#)), fall 2015 ([III.A.37](#)), spring 2016 ([III.A.38](#))). The College Online Education Strategic Plan delineates strategic goals and objectives to further enhance student experience and promote student success through online education ([III.A.39](#)).

The College maintains sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities. The Faculty Hiring Priority List Development Process assures 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.

The College meets the standard.

Standard III.A.8 Human Resources

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

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 faculty are similar to those for full-time faculty 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 part-time instructors, this area of instruction is a college priority. Part-time faculty orientations usually occur at school meetings during Faculty Professional Development Week and individually with the OHR and the department chair or office staff when faculty members 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 [III.A.40](#) page 4). In addition, the *Faculty Toolkit* ([III.A.41](#)) contains a wealth of information for new faculty including part-time faculty who may not be familiar with the College processes and practices. The OHR has developed a special page called “Part-time Faculty's Assistant” ([III.A.42](#)), in order to provide relevant information at the District level. Lastly, part-time faculty are invited to attend full-time faculty department and school meetings.

Oversight and evaluation of part-time faculty is well-defined and is conducted in accordance with the 2015-2018 Academic Employee Master Agreement ([III.A.21](#) section III.A.5). These practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard.

Part-time 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 faculty into the life of the campus by extending these employees invitations to campus-wide events and various functions.

Analysis and Evaluation

IVC has employment policies and practices which provide for part-time faculty orientation, oversight, evaluation, and professional development, as well as opportunities for integration of part time and adjunct faculty into the life of the institution.

As documented in Standard III.A.12, Table III.A-1: 2014 District-wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment, 50 percent of part-time faculty agree that they have the opportunity to participate meaningfully in decisions at work which is a drastic improvement since 2010 when only 29 percent of part-time faculty agreed with that statement. In addition, 84 percent of part-time faculty agree that they are treated with respect, 70 percent of the respondents agree their work is appreciated, 67 percent of the part-time faculty agree they are able to participate in professional development and 57 percent of the respondents agree they have a strong sense of community at work.

The College meets the standard.

Standard III.A.9 Human Resources

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

Evidence of Meeting the Standard

The IVC Classified Hiring Priority List Development Process (CHPLD) ([III.A.43](#)) 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 ([III.A.44](#)). 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).

Analysis and Evaluation

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. 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%) ([III.A.19](#)).

The College meets the standard.

Standard III.A.10 Human Resources

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.

Evidence of Meeting the Standard

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. The District hires several different categories of employees. 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 ([III.A.45](#)). 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, the eighth lowest percentage in California.

Analysis and Evaluation

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, a consultant assists the District with the process of establishing new positions and the reassessment of existing positions. The consultant works with the OHR 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.

The College meets the standard.

Standard III.A.11 Human Resources

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

The District has established numerous board policies and administrative regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment ([III.A.46](#)). 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” ([III.A.2](#)). A Human Resource Specialist, the committee chair, or an Equal Employment Opportunity representative 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 ([III.A.47](#)).

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. In addition, the OHR has conducted district services Road Tours explaining personnel policies ([III.A.48](#)). The vice chancellor of HR routinely attends managers’ meetings at IVC to explain these policies.

Analysis and Evaluation

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 collective bargaining agreements contain grievance procedures in order to ensure fair treatment of personnel. In addition, the District conducts mandatory workshops regarding harassment and diversity annually.

The District has 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 ([III.A.49](#)). These policies are strictly enforced, assuring a fair and equitable treatment of personnel.

The College meets the standard.

Standard III.A.12 Human Resources

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

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 ([III.A.50](#)).

More specifically, Irvine Valley College remains 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."

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 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 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 ([III.A.51](#), [III.A.52](#)).

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 catalog [III.A.53](#))



The District has written policies and procedures ensuring fairness in all employment procedures, as indicated above. A Human Resource Specialist, or another EEO representative ([III.A.54](#)), 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 [III.A.2](#)).

The OHR has coordinated the development of a District Wide Equal Employment Opportunity Committee that created the SOCCCD Equal Employment Opportunity Plan ([III.A.55](#)).

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 for many purposes, including supporting diversity of personnel.

As documented in Standard III.A.11, the District has established policies and procedures, including hiring policies, and employee master agreements, regarding the treatment of all personnel in support of diversity ([III.A.56](#)).

Analysis and Evaluation

The institution'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 ([III.A.19](#)) were notably 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.

In addition, individual programs, practices, and services are evaluated on a regular basis through participant feedback and surveys and the information received used to improve future presentations. As an example, attendees of the Cultural Competence Summit (CCS) 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 summit. Attendees had overwhelmingly positive feedback about the CCS, giving it an average score of 4.0 out of 4. All three speakers received highly 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 ([III.A.57](#)).

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 percent were most interested in working with students with disabilities.

The institution determines what kinds of support its personnel need through other 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 ([III.A.58](#)).

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 the fair treatment of personnel and students. 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 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 part-time faculty or classified staff. Part-time faculty, on the other hand, were more likely to report they were treated with respect than were full-time faculty or classified staff. It is noteworthy that the part-time faculty responses have improved significantly 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 part-time faculty had similar levels of feeling 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 that they are appreciated, that they are treated with respect, that they could participate meaningfully in decisions at work, and that they experienced a stronger sense of community at work than were longer tenured employees (11+ years).

Table III.A-1: 2014 District wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment



Item	Full-Time Faculty (n=90)	Part-time 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%

The College meets the standard.

Standard III.A.13 Human Resources

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

Evidence of Meeting the Standard

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.

In addition to the above board policies and administrative regulations, Board Policies governing the hiring of administrators and managers (BP 4011 [III.A.47](#)), faculty (BP 4011.1 [III.A.1](#)), (AR 4011.1 [III.A.4](#)), and classified staff (BP 4011.3 [III.A.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 [III.A.2](#)) ensures confidentiality in hiring and prohibits personnel from participating in the hiring process in the event of a conflict of interest.

Analysis and Evaluation

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 ([III.A.21](#)) Section XXIII (disciplinary actions) and the California Education Code. Classified staff professional conduct is governed by the California School Employees Association Contract ([III.A.7](#)), Article 15, (disciplinary actions).

The College meets the standard.

Standard III.A.14 Human Resources

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.

Evidence of Meeting the Standard

The College has supported and continues to support 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 ([III.A.21](#)), 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 ([III.A.59](#), [III.A.40](#)).

Classified staff schedule workshops and half-day retreats designed to provide opportunities for professional development consistent with the institutional mission (IVC Classified Senate Professional Development Summit [III.A.60](#)); 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 ([III.A.21](#)) provides funding for semester or year-long sabbatical leaves. Sabbatical leave proposals are evaluated and approved by the District Sabbatical Leave Committee ([III.A.61](#)).

In addition to the Annual District New Faculty Orientation ([III.A.62](#)), 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, the Senate sponsored three presenters: Michelle Evans, Norman Stolzoff, and Nathan DeWall.

Analysis and Evaluation

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 percent. The largest group of respondents was classified staff, followed by full-time faculty ([III.A.58](#)). The process utilized to identify professional development needs for faculty has been managed by the Academic Affairs Committee where the activities that occur during Flex Week are discussed and arranged 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 the event under consideration will pertain to their job duties and what outcomes they will get from attending.

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 return from conferences with up-to-date information. This information is disseminated to the faculty in a timely manner so it may be used immediately.

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 ([III.A.63](#)).

The College meets the standard.

Standard III.A.15 Human Resources

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

Board Policy 4012 (Administrators and Classified Managers' Personnel Files ([III.A.64](#))) provides for the security and confidentiality of administrative and classified manager personnel records and ensures these individuals have access to their personnel records. Article XVIII (Personnel Files) of the 2015-2018 Academic Employee Master Agreement ([III.A.21](#)) contains the provisions for security and confidentiality of faculty personnel files as well as the procedures to provide for faculty access to their records.



Article 6 (Personnel Files) of the California School Employees Association Contract 2015-2018 governs the security, confidentiality and conditions for access to personnel records for classified employees ([III.A.7](#)).

Analysis and Evaluation

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

The College meets the standard.

Standard III.B: Physical Resources

Standard III.B.1 Physical Resources

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

Each of the four educational venues offered by IVC—the main campus, the Advanced Technology and Education Park (ATEP), the Early College Program (Beckman and El Toro high schools), and the Distance Education (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 ([III.B.1](#)).

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 the prescribed standards of prevention programs are upheld, IVC 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 ([III.B.2](#)), with the committee meeting quarterly ([III.B.3](#)). 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 ([III.B.4](#)).

The College employs the services and oversight of various other departments, programs and services to help ensure access, safety, and security and provide a healthful learning and working environment:

- The Maintenance Direct Work Order System ([III.B.5](#))
- The Irvine Valley College Campus Safety Task Force (CSTF) ([III.B.3](#))
- District's Risk Management ([III.B.6](#))
- Campus Safety / Police Department ([III.B.7](#))
- Health, Safety, Security Annual Certifications ([III.B.8](#))
- Division of State Architect
- Custodial Services
- Additional off-site educational programs
- Online Education Strategic Plan ([III.B.9](#) May 16, 2016).
- The Online Education Task Force (OETF) ([III.B.10](#))

Analysis and Evaluation

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 to identify all potential barriers to proper access of physical resources. Irvine Valley College and South Orange County Community College District is responsible for assuring that the ATEP, off-campus programs, and DE programs meet local, state and federal guidelines to ensure access, safety, security, and a healthful learning environment for students and staff.

The College meets the standard.

Standard III.B.2 Physical Resources

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

Evidence of Meeting the Standard

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 providing new and improved physical resources. IVC is in the process of planning and ground-breaking on several new projects and is currently seeing the culmination of construction on other significant new facilities ([III.B.11](#)).

Examples include:

- New Building Construction
- District-wide Parking Study
- Parking Lot / Solar Shade Structure

A prime example of an effective upgrade of current college resources that ensures continued support of programs and services is the exterior lighting retrofit:

As an energy-conscious public entity, IVC took steps toward achieving the realization of a long-standing goal to greatly reduce the College's energy consumption by committing to a complete exterior lighting retrofit ([III.B.12](#)). By July 2014 IVC 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: 400,000 kwh
- Year 1 Total Electricity Savings in dollars: \$53,000
- Year 1 Maintenance Savings in dollars: \$25,000

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, IVC will realize an estimated total of \$800,000 of taxpayer savings in energy consumption/maintenance and an estimated savings of 4,000,000 Kilowatt-Hours of energy over the next decade. The College has diligently planned 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 addition to meeting the needs and growth of the College through capital improvement, the campus community is committed to responsibly caring for and sustaining the natural resources surrounding the College. The College has formed an aggressive scheduled



maintenance plan and implemented measures to reduce potable water consumption and conserve energy ([III.B.13](#)).

Analysis and Evaluation

The College utilizes three main resources to ensure program and service needs determine equipment replacement and maintenance:

1) Resource Request Process ([III.B.14](#)) (See III.D.1)

The Resource Request Form submission process is an all-access, transparent process allowing 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) ([III.B.15](#)) (See III.C.1)

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 ([III.B.16](#)) and makes appropriate recommendations concerning strategic planning for technology.

3) Maintenance Direct Work Order System ([III.B.5](#))

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 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 *Planning and Decision-Making Manual* (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)

AURs ensure 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.

To ensure that program and service needs determine equipment replacement and maintenance for DE for both online and the Early Education program, IVC utilizes the following resources:

Online Education Committee Oversight

The Online Education Task Force (OETF) ([III.B.17](#)) 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 ([III.B.9](#)), 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 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*, ([III.B.18](#) 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 ([III.B.19](#)).

Early College Program

Early College oversight and planning responsibilities fall to the Early College Advisory Task Force ([III.B.20](#)), an advisory group under the Office of Instruction 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 DE based on the survey results listed in the 2015 AUR for Distance Education ([III.B.18](#)): "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. DE courses show significantly higher productivity over the five years reviewed; DE 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 equipment needs are met, resource goals and objectives are identified in the IVC Online Education Strategic Plan ([III.B.9](#)), (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 ([III.B.21](#)) *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 31.21% *strongly agreeing* and 32.55% *somewhat agreeing*. The student survey results show a somewhat higher satisfaction rate across similar categories; the question “are the College grounds attractive and well-maintained?” received an excellent rating of 54.43% *strongly agreeing* and 33.22% *somewhat agreeing*. Students rated the condition of the classrooms with a positive rating of 44.58% *strongly agreeing* and 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% *somewhat agreed*.

The College meets the standard.

Standard III.B.3 Physical Resources

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

Evidence of Meeting the Standard

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) ([III.B.22](#)). The SOCCCD EFMP (covered in detail under III.B.4) 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 ([III.B.22](#)). Short-term planning/assessment is accomplished through the Budget Development and Resources Planning Committee (BDRPC) ([III.B.23](#)), 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 ([III.B.16](#)) 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) ([III.B.24](#), [III.B.25](#)) 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) ([III.B.26](#), [III.B.27](#)) 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 ([III.B.28](#)) 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 ([III.B.29](#)) as detailed in the College Planning and Decision Making Manual ([III.B.30](#)), oversees and ensures that the evaluations that emerge from the AUR process are used so 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 ([III.B.31](#)), 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 ([III.B.32](#)). 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 programs' 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 ([III.B.33](#)). The College has adopted a transparent tracking software (Teamwork [III.B.34](#)) 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.

In evaluating how effectively facilities and equipment meet the needs of programs and services, the IVC Health Center and Concessions projects 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 ([III.B.35](#)) to accommodate growth in space-planning. This project is a combination of two projects from the IVC 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.

Analysis and Evaluation

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.

The College meets the standard.

Standard III.B.4 Physical Resources

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

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 ([III.B.36](#)). 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* ([III.B.30](#)). 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 ([III.B.37](#)). The Strategic Planning and Accreditation Council (SPAC) ([III.B.38](#)) reviews, evaluates and rates requests as part of the strategic planning process ([III.B.39](#)). 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* [III.B.29](#)).

The College goals form the basis for Strategic Planning Objectives which are linked to measurable 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 ([III.B.22](#)). 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 institutional instruction, support services, and campus operations while enhancing student success. It also provides documentation of how constituent groups currently see the College and how they envision the future.

The Educational Master Plan (EMP) ([III.B.40](#)) and the Facilities Master Plan (FMP) ([III.B.41](#)), components of long-range planning, comprise the Education and Facilities Master Plan and were developed in tandem ([III.B.41](#)). 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 principles 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 IVC 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 ([III.B.42](#)). The plan is developed within the state's web-based FUSION program ([III.B.43](#)). 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 ([III.B.41](#)). 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 its 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 ([III.B.44](#)) relies on the Five-Year Construction Plan as a basis for recommending capital improvement projects to the Basic Aid Allocation Recommendation Committee (BAARC) ([III.B.45](#)) 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 ([III.B.46](#)).

The plan for the new Liberal Arts building project emerged out of 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 [III.B.40b](#)) This series of capital improvement projects further demonstrate the results of successful collaborative efforts between the College and District's strategic planning processes.

The long-awaited grand opening of the new Liberal Arts building took place in fall 2016. This capital improvement project 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, and a series of secondary effects needed to be included in the planning process to ensure that all instructional programs remained active and fully operational during construction.

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 and funding source, i.e. one-time cost vs. on-going costs. This procedure 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 submit timely and accurate budget projections and determine total cost of ownership over the forecasted lifespan of the requested need.

Analysis and Evaluation

The College's long-range capital plans support its improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The lighting retrofit project detailed under section III.B.2 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 and realize significant taxpayer savings.

The College's DE program long-term planning, review, evaluation and oversight is guided by the goals and objectives as prescribed in the Online Education Strategic Plan ([III.B.9](#)) (May 16, 2016). The Online Education Task Force (OETF) ([III.B.10](#)) 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 ([III.B.46](#)) 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 (the 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.

The College meets the standard.

Standard III.C: Technology Resources

Standard III.C.1 Technology Resources

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

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 technology planning and guidance through the Technology Advisory Task Force (TATF), co-chaired by the Director of Technology Services and a faculty representative. TATF provides an opportunity for the college community to identify technology needs and bring new ideas forward for discussion and evaluation. TATF also reviews current and emerging technologies to ensure the technology used by the College is effective in helping the College meet its instructional and service goals. Another technology focused task force is the Online Education Task Force (OETF), co-chaired by the dean of Online Education, director of Technology Services and faculty representatives.

At the College, the mission and goals drive strategic objectives that identify new technology needs and resource requests. Each fall semester, the College community submits its technology needs through the Resource Request System, described in Standard III.D.1. Through planning committees and councils, the institution provides an opportunity for constituency groups to review the technology requests to support instruction and college operations.

The College identifies the effectiveness and adequacy of its technology, including online and hybrid courses, in meeting College needs through six distinct processes ([III.C.1](#)):

- Through TATF and OETF meetings ([III.C.2](#), [III.C.3](#))
- Administrative Unit Reviews (AURs) and Program Reviews ([III.C.4](#))
- District Technology Committee and District Online Education Committee ([III.C.5](#), [III.C.6](#))
- Surveys ([III.C.7](#))
- IVC Technology Plan ([III.C.8](#))
- Technology Services Department (TSD) ([III.C.4](#), [III.C.9](#))

The Technology Service Department (TSD), with input from the TATF and OETF, and with support from the Office of District Vice Chancellor 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 TSD provides the same support. The following services are managed by the director of Technology Services ([III.C.10](#)):

- Alternate Media
- Application Support
- Duplicating
- Instructional Technologist
- Media Services
- Network Technicians
- Programming
- Webmaster

Students, faculty and staff can obtain support using an online ticket system, phone, live chat, or email. Once a request is made, each submitter can review their open requests and make comments that are then logged into the system. To ensure the TSD meets the needs of the College, when each service request is closed in the system, the submitter receives a brief survey ([III.C.11](#)).

The TSD continually improves upon the service offerings by expanding automation of systems and services aimed to reduce workloads and increase efficiencies to existing departments at the College. These efficiencies are necessary to the College as resources are limited and technology continues to become the foundation upon which many departments rely. In addition to helping understand business processes and allowing technology to do more work, the TSD is also focused on several key areas, specifically ([III.C.12](#)):

- Emergency Notifications
- Instructional Technology
- Facilities
- Reliability
- Disaster Recovery
- Privacy and Security
- Hardware and Software
- Evaluating Technology Resources

Outside of the systems and services provided by District IT, all the areas above are core foundational areas within which TSD assists the College in leveraging their resources to bring the best experience into the teaching and learning environment.

Analysis and Evaluation

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.

In addition, the IVC Office of Research, Planning, and Accreditation administers regular surveys of employees and students 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 IVC Employee Survey, 85.5 percent of respondents were either “Very Satisfied” or “Somewhat Satisfied” with the job the IVC technology staff is doing to provide services, and 74.5 percent of respondents “Strongly” or “Somewhat” agreed that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet staff needs, while 74.7 percent of respondents “Strongly” or “Somewhat” agree that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional needs ([III.C.7](#)). The 2015 Student Satisfaction Survey shows the strong majority of respondents feel that IVC computer labs, services, websites, online services and support are satisfactory ([III.C.12](#)). Survey data confirm the appropriateness and adequacy of technology to meet the needs of all campus constituencies.

The College meets the standard.

Standard III.C.2 Technology Resources

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

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, Administrative Unit Reviews, and Program Reviews 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.”

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 that support the college mission:

- 1) Governance: Use the governance structure to guide technology activity and ensure high levels of service. (IVC Strategic Objective 1.5 [III.C.13](#))
- 2) Applications: Develop technology solutions that improve campus wide efficiency and augment classroom instruction and student services. (IVC Strategic Objective 4.2 [III.C.13](#))
- 3) Network Infrastructure and Security: Provide a secure and reliable environment to support students, faculty, and staff (IVC Strategic Objective 4.2 [III.C.13](#))
- 4) 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 [III.C.13](#)).

Utilizing the college's Comprehensive Budget Development Process, documented in Standard III.D, college personnel make requests for additional technology resources in support of the college's mission, operations, programs and services. As a part of this process, the Technology Services department developed a new system called the resource request system. The new system allows for anyone to submit a request for personnel, facilities, instructional equipment, technology and other resources. Under this process, the college's strategic planning committees review and rate all the requests and forward them 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 for technology requests and the TSD completes the purchases.

The OETF and TATF work in tandem to plan for technology resources related to online education. One recent example is when the OETF and TATF examined two Learning Management Systems (LMS) to identify an LMS that meets the needs of the College. Faculty were encouraged to attend presentations from both Blackboard and Instructure (the provider of Canvas LMS). Faculty participated in a work group and took online training courses from @ONE, Introduction to Online Teaching, in which the faculty used Canvas in the role of 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 the delivery of effective online courses ([III.C.14](#)).

Analysis and Evaluation

The College utilizes ongoing planning to update and replace technology and to ensure the adequacy of its quality and capacity. The planning process has resulted in the following initiatives ([III.C.15.2](#)):

- 1) Annual desktop, laptop and server refresh
- 2) College networking infrastructure improvements



- 3) Continuous monitoring and system backup
- 4) Expansion of the college's wireless capacity
- 5) Business continuity improvements.

Classroom, online education, and administrative technology refresh plans are presented by the director of Technology Services to strategic planning committees 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. In order to improve its network infrastructure, the College began moving toward desktop virtualization in 2012. The TSD 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.

The increased use of mobile and other devices has increased the demand on the College's infrastructure and capacity. 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.

IVC strives to 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 where nightly backups occur. The College backs up every evening all changes to servers to an offsite location. If the entire College were affected by a long-term outage all systems would be restored from the backup system.

The College meets the standard.

Standard III.C.3 Technology Resources

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

IVC provides state-of-the-art, reliable, safe, and secure access to technology resources on the College campus, ATEP and online. Maintenance and refresh of hardware and software at all locations is reviewed by the TSD. Beginning in 2015, the TSD began requiring encryption onto all websites, by adding Hypertext Transfer Protocol Secure (HTTPS) to all systems, thus protecting data against theft.

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.

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 on a routine basis. IVC's data centers have state-of-the-art equipment such as paired air-cooling systems, clustered servers for redundancy of database systems, and mirrored equipment, should one data center become inoperable. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. Both data centers are locked and do not have direct access from any hallway or outside location.

All classroom technology is configured and maintained by the TSD. A centralized service desk structure is in place, which allows faculty and staff to request assistance with resolving issues that arise in the classroom.

IVC utilizes many Microsoft systems and services; thus, many of the systems use the same authentication system, which eases access to systems and services. To assist faculty and staff and further simplify authentication, the entire District is in the process of implementing a single sign-on (SSO) solution to provide single username and password for access to each area for easier access and improved security, which will create new efficiencies and assist with the password reset processes.

The TSD has 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 modification will enable the computers to be found and provide law enforcement with tools to assist in the recovery of the College's assets.

Lastly, the TSD monitors its desktop computers. When computers are imaged a Dell KACE client is installed to monitor the computer's hardware and proactively alert the IT staff of any failure or capacity issue.



Analysis and Evaluation

Through audits, monitoring, system continuity, and regular feedback that spans all instructional sites and modalities, the TSD is able to assure that technology resources are reliably accessible, safe and secure. The College and District work together to create solutions as needs arise, such as developing a single-sign on system.

The College meets the standard.

Standard III.C.4 Technology Resources

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

To accomplish the training needs of the College in support of its many complex applications and systems for faculty, staff and students, the College provides 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 ([III.C.17](#)).
- 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 IVC Online Education Faculty Handbook available to all instructors ([III.C.18](#)).
- Training materials for both classroom and online instruction are available to the faculty on the Online Education website.

The College also provides training targeted to students and staff with disabilities, faculty teaching online, and college personnel wishing to learn more about the use of media services technologies.

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 components of their courses compliant with Section 508 of the Federal Rehabilitation Act, and with the Americans with

Disabilities Act (ADA). Other services the Alternate Media Specialist provides include completing book conversions to electronic media, facilitating captioning training for faculty, facilitating captioning requests to grants, internal resources and outside agencies and facilitating the use and leveraging of new technologies and curriculum review for compliance.

Online Education

Currently, Blackboard is the primary system that supports faculty's online courses as well as on the ground classrooms. Given the high utilization of Blackboard by the College, and with the adoption of Canvas as the new LMS, the TSD has developed various training modules including regularly scheduled workshops for faculty, one-on-one customized training, video tutorials, and vendor after-hours support.

The Online Education website consolidates much of the information regarding OE, including online orientation instructions now available for all online courses and a link to the IVC Online Education Faculty Handbook ([III.C.18](#)). Students now have a clear focal point for accessing specific orientation instructions for their online courses.

Media Services

The Media Services unit of the College's TSD provides support to faculty and staff for audio-visual equipment and other media equipment related needs. These services include providing end-user, operational documentation for the various technology resources in the classroom, such as the projector, document camera, video switch, and desktop computer, as well as just-in-time, on-demand classroom media equipment training.

Analysis and Evaluation

The TDS directly supports all faculty, staff, and students, regardless of whether the need is related to an online or an on-campus course. The department provides assistance with the effective use the technology systems. IVC students, faculty, and staff who require access to instructional related technology can receive support in five ways:

- Contact the Service Desk for individual immediate needs by online form, phone, email, or live chat.
- 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
- Faculty Professional Development Week activities where instructional technology support trainings offered
- Access to instructional materials located near supported devices (teacher stations, copiers and student print)
- Formal, ongoing technology training program for all faculty and staff

The College has a formal, ongoing technology training program for all faculty and staff supported by the Application Specialists and Instructional Designer. This program provides robust end-user training for the various applications installed and supported by the College. ([III.C.16](#)).

The College meets the standard.

Standard III.C.5 Technology Resources

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

Evidence of Meeting the Standard

IVC, as part of the South Orange County Community College District, has established policies, procedures, and practices which guide the appropriate use of technology in the teaching and learning process. Many of these policies have been updated as recently as in 2013, utilizing a consultant. SOCCCD board policies guiding appropriate use of technology include:

- Administrative Regulation 3726: Information Security-Data Classification [III.C.19](#)
- Administrative Regulation 3727: Information Security-Access Control [III.C.20](#)
- Administrative Regulation 3728: Information Security-Physical Security [III.C.21](#)
- Administrative Regulation 3729: Information Security-Logging and Monitoring [III.C.22](#)
- Administrative Regulation 3730: Information Security-Remote Access [III.C.23](#)
- Administrative Regulation 6110: Distance Education [III.C.24](#).

Analysis and Evaluation

In addition to the administrative regulations, the OETF developed the IVC Online Education Faculty Handbook (approved in 2015 and updated in 2016). [III.C.18](#) 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. [III.C.25](#)

IVC is committed to compliance with federal and state regulations including FERPA, HIPPA, section 504, and section 508. The College will utilize its existing committees and/or

create special workgroups to ensure that policies and guidelines related to the appropriate use of technology remain current; to address regulations and create new complete policies and procedures related to technology; and to develop and introduce training to help students, faculty, staff and administrators comply with policies.

The College meets the standard.



Standard III D: Financial Resources

Standard III.D.1 Financial Resources

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.

Evidence of Meeting the Standard

Irvine Valley College's 2016-2017 Adopted Budget is \$81,705,894 which 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. [III.D.1](#)

The College provides sufficient revenues to support educational improvements and consistently allocates funds to support them. The College publishes annual funding allocations for institutional improvements on the intranet under the Budget Development and Resource Planning Committee site [III.D.2](#). The 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 [III.D.3](#).

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), [III.D.4](#) in accordance with the Board Budget Development Guidelines [III.D.1](#) as well as a 20% Basic Aid reserve pursuant to Section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process) [III.D.5](#)

The following guiding principles are provided to DRAC and the College budget committees for use when recommendations are made about the budget [III.D.1](#), [III.D.6](#).

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 III.D.1
2014-2015	\$3,085,848	2015-2016 Adopted Budget pg 29 III.D.7
2013-2014	\$2,577,143	2014-2015 Adopted Budget pg 27 III.D.8
2012-2013	\$20,019	2013-2014 Adopted Budget pg 27 III.D.9 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 III.D.10

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 III.D.1
2015-2016	\$13,090,208	2015-2016 Adopted Budget pg 21 III.D.7
2014-2015	\$11,452,534	2014-2015 Adopted Budget pg 18 III.D.8
2013-2014	\$11,296,568	(2013-2014 Adopted Budget pg 27 III.D.9 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 III.D.10

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 III.D.1

Fiscal Year	20% Basic Aid Reserve	Reference
2015-2016	9,021,647	2015-2016 Adopted Budget pg 23 III.D.7
2014-2015	8,291,463	2014-2015 Adopted Budget pg 21 III.D.8
2013-2014	7,853,846	(2013-2014 Adopted Budget pg 27 III.D.9 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 III.D.10

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. [III.D.11](#)

Analysis and Evaluation

The financial resources of IVC 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 resource allocation process provides a means for setting priorities for funding institution improvements. The IVC Comprehensive Budget Development Process [III.D.3](#) 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, or 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. [III.D.12](#) The following is a

sample of professional development activities related to OE 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

Thus, the College 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.

The College meets the standard.

Standard III.D.2 Financial Resources

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

Evidence of Meeting the Standard

As 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 [III.D.13](#). The review of the mission statement and College goals is initiated by the Institutional Effectiveness Committee (IEC). 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 [III.D.14](#).

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 encompasses 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. [III.D.15](#), [III.D.16](#)

The institution establishes priorities among competing needs so that it can predict future funding needs, in accordance with the Comprehensive Budget Development Process [III.D.3](#) 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's plans 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. [III.D.17](#)

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. [III.D.18](#) Institutional plans are reflected in the College's strategic plan [III.D.19](#) and the planning objectives are linked in the resource request form under the planning section, as indicated in the screenshot below:

Home
Logout

General Info
Resource Type
Worksheet
Funding Src
Planning
Review

A resource request must be linked to a strategy identified in the appropriate Administrative Unit Review (AUR) or Program Review. Alternatively, if the request is an action step under the strategic plan, it must be linked to the corresponding Strategic Objective.

District-wide Objective

Objective 1.1 (Support innovative ...)

Objective 1.1 (Support innovative ...)
Objective 1.2 (Improve climate ...)
Objective 1.3 (Improve processes ...)
Objective 1.4 (Professional development ...)
Objective 1.5 (Improve training ...)
Objective 2.1 (Increase completion ...)
Objective 2.2 (Increase opportunities ...)
Objective 2.3 (Student engagement ...)
Objective 3.1 (Formalize partnerships ...)
Objective 3.2 (Alignment workforce ...)
Objective 3.3 (Provide relevant ...)
Objective 3.4 (Improve student career ...)
Objective 4.1 (Effective planning ...)
Objective 4.2 (Improve efficiencies ...)
Objective 4.3 (Financial planning ...)

District-wide Objective
TracDat

Save / Next

Furthermore, 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, allowing the institution to identify funding amounts for one-time and ongoing resource requests [III.D.20](#). 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 [III.D.3](#) 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 and 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 [III.D.21](#).

The College has evidence that past fiscal expenditures have supported the achievement of its 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 III.D.23.2
August 22, 2016	FY 2016-17 Adopted Budget	Board of Trustees Meeting	FY 2016-17 Adopted Budget III.D.1
February 25, 2016	A Workshop on Understanding the Budget	College-wide Presentation	A Workshop on Understanding the Budget III.D.31

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 [III.D.22](#), [III.D.23](#). 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 [III.D.24](#). 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 [III.D.25](#). Information communicated to the campus is sufficient in content and timing to support institutional and financial planning and financial management.

The main source of financial resources for this institution 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 [III.D.26](#), [III.D.5](#). 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 [III.D.27](#). 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 have been 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. Lastly, as documented in the same section, Table IIID-3 (Basic Aid 20% Contingency Reserves), the District maintains a 20% basic aid reserve required by BP/AR 3110. For these reasons, the institution believes 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 [III.D.28](#). 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 [III.D.1](#). 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 [III.D.29](#).

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.

Analysis and Evaluation

The mission and goals of IVC are the foundation for financial planning, and the College's financial planning is integrated with and supports all institutional planning. Institutional planning at the 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.

The College meets the standard.

Standard III.D.3 Financial Resources

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

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 [III.D.3](#) which contains the budget development timeline. The document is circulated through various means of communication; it is also posted on the BDRPC SharePoint website [III.D.2](#). Lastly, the timeline and summary flowchart of the process can be accessed through the resource request form [III.D.30](#).

The Basic Aid Allocation Recommendation Committee (BAARC) process is described in Administrative Regulation 3110 (Basic Aid Allocation Process) [III.D.5](#).

The various financial planning processes are shared with the campus community at the district services Understanding the Budget Workshops, held most recently in February 2016 [III.D.31](#). Lastly, the BDRPC SharePoint site records all the major budget and planning communication [III.D.2](#).

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 [III.D.32](#). 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 [III.D.2](#).

Analysis and Evaluation

The College clearly defines and follows its guidelines and processes for financial planning and budget development. The composition of strategic planning committees ensures 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 also 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, measurable, achievable, realistic, and time related.

The College meets the standard.

Standard III.D.4 Financial Resources

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

Evidence of Meeting the Standard

Individuals involved in the Comprehensive Budget Development Process [III.D.3](#) 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 [III.D.18](#).



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, vice president, 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 [III.D.3](#).

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 showing a high correlation between resource request rating/funding and student learning [III.D.17](#).

Analysis and Evaluation

Institutional planning at IVC reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. 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).

The College meets the standards.

Standard III.D.5 Financial Resources

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

An audit of the District's financial records, including those of Irvine Valley College, is conducted in the fall of every year [III.D.32](#). 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 [III.D.33](#). The audit firm representatives share the report and 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.

The College disseminates information about budget, fiscal conditions, financial planning, and audit results that 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 [III.D.34](#). 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 [III.D.35](#).

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 [III.D.16](#).



Analysis and Evaluation

IVC assures the financial integrity of the College and responsible use of its financial resources. The director or administrator of each department or project is responsible for managing their respective budgets. Expenditure reports are provided by the Fiscal Office on a quarterly basis or as needed to assist these individuals with budget management. Any expenditure above budget is corrected within the department or by the appropriate vice president or the president within the budget. At the end of each year the Fiscal Office conducts a comprehensive review of actual revenues/expenditures 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.

Documents containing the institution's financial information demonstrate that the allocation of resources is done with integrity. The audit statements indicate sound financial management and timely corrections to audit exceptions. 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.

The College meets the standard.

Standard III.D.6 Financial Resources

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

Evidence of Meeting the Standard

As 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 responsibly in support of student learning, and research data shows such allocation occurs [III.D.15](#).

In addition, the 50 Percent Law ensures 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 [III.D.36](#). 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 [III.D.37](#).

Analysis and Evaluation

The institution's 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. 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 [III.D.20](#).

BDRPC receives periodic reports showing monthly expenditures by all object codes compared to the annual budget [III.D.38](#) 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 [III.D.39](#).

As evidenced above, financial documents are shared with the college community on a regular basis and in a transparent manner to ultimately promote the College's goals for student learning.

The College meets the standard.

Standard III.D.7 Financial Resources

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

Evidence of Meeting the Standard

As discussed previously, the institution has an annual external audit to provide feedback on its processes in accordance with California Education Code Section 8848 [III.D.40](#). 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 [III.D.34](#), [III.D.41](#).

The District audit reports and findings are reported to the Board in November of each year [III.D.33](#). 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 the institution's sound financial management is maintained.

Analysis and Evaluation

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

Table III.D-4 – SOCCCD Financial Audits

Fiscal Year	Finding	Reference
2014-2015	None	SOCCCD 2014-2015 Financial Audit Report III.D.42
2013-2014	None	SOCCCD 2013-2014 Financial Audit Report III.D.43
2012-2013	None	SOCCCD 2012-2013 Financial Audit Report III.D.44
2011-2012	Student Financial Assistance Cluster (Corrected) EOPS/CARE advisory committee meetings (Corrected)	SOCCCD 2011-2012 Financial Audit Report III.D.45
2010-2011	Lack of evidence for tracking TBA hour student participation (Corrected)	SOCCCD 2010-2011 Financial Audit Report III.D.46

The College meets the standard.

Standard III.D.8 Financial Resources

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

Evidence of Meeting the Standard

As documented in section III.D.7, external auditors and/or funding agencies audit and review the College's funds, including special funds, regularly. 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 those programs. The audits demonstrate the integrity of the College's financial management practices, as reflected in the limited number of audit findings [III.D.32](#).

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 III.D.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.

Analysis and Evaluation

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. The College and the District conducted several Business Process Analyses (BPAs) for the District's financial processes and 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 [III.D.47](#).

The College meets the standard.

Standard III.D.9 Financial Resources

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

Evidence of Meeting the Standard

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) [III.D.48](#), 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) [III.D.5](#). 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 [III.D.49](#).

Analysis and Evaluation

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. The institution believes it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation. Moreover, the institution believes that the cash receipt schedule does not pose any cash flow difficulties for the College.

The College meets the standard.

Standard III.D.10 Financial Resources

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 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 or 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 or the president. At the end of each year, the Fiscal Office conducts a comprehensive review of actual revenues/expenditures 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 [III.D.50](#).

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 those programs [III.D.32](#).

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 [III.D.51](#).

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 the funds are spent in compliance with the rules and regulations governing the grant [III.D.52](#).

Analysis and Evaluation

The College exercises effective oversight of finances and provides effective fiscal management of its auxiliary programs. 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.

The College meets the standard.

Standard III.D.11 Financial Resources

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

Evidence of Meeting the Standard

The 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 [III.D.20](#). 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 [III.D.3](#) 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 [III.D.1](#) published annually as part of the District's final budget. Guideline # (5) disallows deficit financing defined as a budget in which projected expenditure exceeds projected revenue for the year. Furthermore, the institution remains committed to directing 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) [III.D.53](#).

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 [III.D.54](#) 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.

Analysis and Evaluation

The College's financial resources provide a reasonable expectation of both short-term and long-term financial solvency. 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 [III.D.55](#).

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.

The College meets the standard.

Standard III.D.12 Financial Resources

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

Evidence of Meeting the Standard

As 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 [III.D.55](#).

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 increased 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 [III.D.1](#).

Analysis and Evaluation

The College 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 College meets the standard.

Standard III.D.13 Financial Resources

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 Financial Resources

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 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 as defined by the corresponding granting or donor entities. The director or administrator of each department or project are responsible for managing their budgets. Any expenditure above budget is corrected within the department or by the appropriate vice president or the 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 [III.D.50](#).

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 to ensure it is being used for the intended purpose [III.D.56](#).

Analysis and Evaluation

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.

The College meets the standard.

Standard III.D.15 Financial Resources

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

Evidence of Meeting the Standard

The Department of Education has now gone to a 3-year CDR calculation, with 2012 being the most recent cohort. The Official 3-year Cohort Default Rates for the (3) most recent years at IVC are as follows:

<u>Year</u>	<u>Rate</u>
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 percent 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 the default rate below 10 percent. 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 [III.D.51](#).

Analysis and Evaluation

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The College meets the standard.

Standard III.D.16 Financial Resources

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

Evidence of Meeting the Standard

The 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 [III.D.32](#).

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 [III.D.57](#). To guide the College with the contract process and requirements, the District has a comprehensive website with agreement templates and helpful tips [III.D.58](#).

External contracts that are related to federal funding or programs are managed in a manner to ensure that federal guidelines are met [III.D.59](#), [III.D.60](#).

Analysis and Evaluation

The College's 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 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 (IVC) 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, the 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, the College and District leadership encourages broad participation in the planning and decision-making processes to increase institutional effectiveness.

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.A.1](#)), the College and District are proud of these improvement efforts and continue to meet all Accreditation standards. Ten of the twelve 2010 ACCJC recommendations were related to Standard IV (Leadership and Governance) and are addressed throughout. For example, two recommendations from 2010 that pertain to the ability of administrators, faculty, staff, and students to work together for the good of the institution are:

- 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 SOCCCD as a whole have adopted strategic planning goals that address “respectful interactions and collaboration.” (IV.A.2) (IV.A.3), convened a Task Force on Barriers (IV.A.4) and facilitated Higher Understanding Gatherings Sessions (HUGS) (IV.A.5) (discussed in Standard IV.D.2), and have included questions specific to the above recommendations in the institution’s bi-annual employee surveys as one of several means of evaluating this progress. Consequently, the pertinent facts from the most recent employee surveys are important considerations. For the 2015 Irvine Valley College Employee Survey (IV.A.6), 314 respondents’ responses are summarized below in Table IV.1. For the 2014 District wide Climate Survey (IV.A.7), 781 respondents’ responses are summarized in Table IV.2. 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.A.6, IV.A.7).

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

Statement / Question	Non-negative Responses (percentage)
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

Statement / Question	Non-negative Responses (percentage)
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 all members of the college community have the opportunity to participate effectively, the College developed and adopted in 2008 the Irvine Valley College Planning and Decision-Making Manual (IVC-PDM) ([IV.A.8](#)). 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 decisions are described in the SOCCCD District Wide Planning and Decision-Making Manual (SOCCCD-PDM) ([IV.A.9](#)), which 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: Decision-Making Role and Processes

Standard IV.A.1 Decision-Making Role and Processes

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 improving 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.8](#)), and the *Participatory Governance Decision-Making Flowchart* ([IV.A.10](#)) outline IVC's formal committee structure. This 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 contribute ideas for institutional improvement. The College also adopted a consensus decision-making philosophy (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, IVC overhauled its committee structure to include task forces and work groups to permit members of all constituent groups, including students, to participate either in smaller groups with more focused charges or in a larger committee that intentionally represented the breadth of the campus community.

The commitment to promote student, faculty, staff, and administrator input in planning and decision-making can be illustrated with the following example. In 2013 the Director of Fiscal Services predicted the possibility of a budget shortfall by 2015. In response, the budget committee recommended that the Budget Solutions Recommendations (BSR) Work Group be established to investigate the budget in detail and make suggestions to address the impending deficit. BSR examined several department budgets and the budget continuity process in 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. IVC also placed a link on Inside IVC ([IV.A.11](#)), 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. Moreover, 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.11](#)) persists with a link—“Add a Suggestion”—perpetually available to the campus community to participate directly, as well as through their governance committee representatives. Thus, the entire college staff was aware of the global budgetary concerns, broad discussion ensued, and suggestions were fielded and used from all interested members of the campus to solve the problem.

A noteworthy consideration concerns the College’s efforts to promote innovation at all levels of the organization through professional development. In the IVC Strategic Plan ([IV.A.12](#)), two of the college goals involve professional development; the same is true in the SOCCCD Strategic Plan ([IV.A.13](#)). One of these goals focuses on professional development to improve student learning and student success; the other involves encouraging 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 preferences. The benefit to the institution of professional development activities directed to improving student learning and student success are readily apparent. Promoting 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, contribute to improving 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. In each of these cases, members of the faculty, administration, and staff who participate in these activities, conferences, workshops, and events are better able and expected to participate actively 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 facet 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 highly focused charges, or in strategic planning committees or councils that make recommendations for policy or decisions with significant institution wide implications which 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 a framework for innovation.

The College meets the standard.

Standard IV.A.2 Decision-Making Role and Processes

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.14](#)) 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.15](#)) 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.16](#)) espouses that faculty have not only 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.17](#)) 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 for the purposes of meeting and negotiating. In doing so the District complies with Chapter 10 of the Meyers-Milius-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 they represent. All nonexempt classified employees, other than 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 has the right to appoint the second. 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.18](#)) 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.19](#)) 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.20](#)) 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 as well as college governance.

To ensure 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.8](#)) 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 for 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.8](#)), the SOCCCD District-Wide Planning and Decision-Making Manual (SOCCCD-PDM) ([IV.A.9](#)), and on the 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 these 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 may be heard with clearly defined roles.

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) ([IV.A.8](#)). This intentional inclusion of faculty co-chairs for participatory



governance committees 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 increased gradually for several years, following the specific intention in the last major IVC-PDM revision.

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, but it should be emphasized that virtually all decisions in these committees are accomplished through consensus, rather than voting. College committees have seen a remarkable and welcome increase in attendance and participation by student representatives during the past two to three years.

The College meets the standard.

Standard IV.A.3 Decision-Making Role and Processes

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 [IV.A.14](#)), BP-2100.2 (Role and Scope of Authority of the Academic Senates [IV.A.16](#)), BP-6100 (Curriculum [IV.A.17](#)), BP-4056 (Classified Employees Participation in Decision Making [IV.A.18](#)), and BP-5627 (Student Participation in Governance [IV.A.19](#)) 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.

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 a change in the relationships among groups on campus and with the Chancellor's Office and the Board. Since that time, the trust and ability to engage in fruitful and open dialog has grown to attain, for the past several years, a sustainable relationship among constituent groups at the College and throughout the District.

Since 2008 The Irvine Valley College Planning and Decision-Making Manual (IVC-PDM) ([IV.A.8](#)) 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 all members of the college community have the opportunity for effective participation in planning and decision-making processes.

In an effort to clarify and reduce redundancy in the committee structure, IVC uses the terms "council" or "committee" when referring to strategic planning committees, and "task force" and "work group" for other participatory groups. Membership in all of these, with the exception of 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 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 although 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.

In 2008 IVC overhauled its committees as much as seemed feasible at that 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 behind this organization 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 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 academic year, the SPC for Institutional Effectiveness undertook a significant revision of the IVC-PDM ([IV.A.8](#)) including combining two of the SPCs and 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.

The organization's discussions and decision-making philosophy, which are part of annual committee reviews, keep the campus community aware of the intentionality of our committee structure and consensus-oriented, decision-making process. All interested members of the college community are encouraged to participate in the conversation. The "safe harbor" and consensus model is discussed often, keeping both in the public view.

The four SPCs are the:

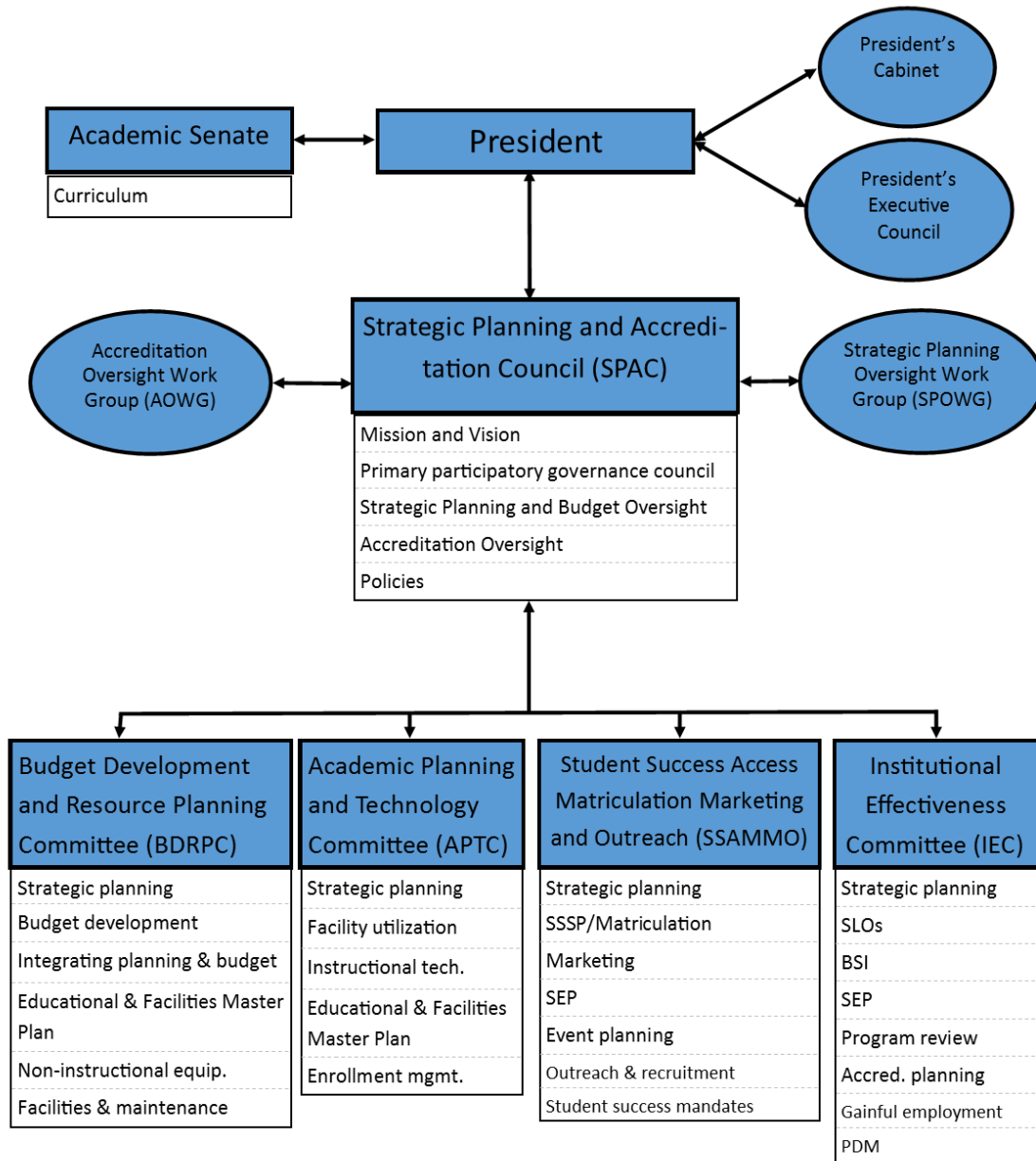
- Academic Planning and Technology Committee (APTC)
- Institutional Effectiveness Committee (IEC)
- Budget Development and Resource Planning Committee (BDRPC)
- Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO)

Each Strategic Planning Committee meets regularly throughout the academic year and operates with 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 thus 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 many people are able to discuss vital issues in a variety of combinations and contexts. While this organizational format inevitably leads to a certain amount of redundancy, IVC’s experience to date has been that this 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 ([IV.A.21](#)). The college administrative councils include the President’s Executive Council, the President’s Cabinet, the Vice President for 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 ([IV.A.21](#)):

Participatory Governance Decision-Making Process Flowchart



Analysis and Evaluation

Students, faculty, staff, managers, and administrators have clearly defined roles in the governance process. They are called upon to participate actively on committees, task forces, and work groups in accordance with established policies and procedures. IVC's participatory governance committees have membership from each of the primary constituency groups and decisions are made in an inclusive manner. 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 the institution's processes become more familiar and are used for more purposes, the institution is 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 to avoid or minimize frustration. When a more expeditious decision is required, the institution is 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 has been discussed in more detail in Standard III.

Clear definition of roles and responsibilities for constituent members extend 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 deans are assisted by department chairs. The roles and compensation for department chairs have 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 regarding issues including 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 a major disagreement occurs 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, and these are brought to the Academic Senate or to the relevant college committee, but such instances have been 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 and prioritization methodology and ranking recommendations to the president. The Senate must

also approve the search committee composition for faculty hiring ([IV.A.22](#)). The Senate appoints faculty representatives for manager and administrator hires ([IV.A.23](#)). In addition, the Academic Senate has defined roles in determining whether newly hired administrators from outside the District will be granted retreat rights—the ability to secure a teaching position upon resigning from an administrative position—in the District.

The College meets the standard.

Standard IV.A.4 Decision-Making Role and Processes

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 [IV.A.17](#)), Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate [IV.A.16](#)), and Board Policy 5050 (Student Success and Support Programs [IV.A.24](#)) as well as 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 newer ones.

Curriculum is written or revised in CurricUNET, so that any interested faculty member is able to view it easily. Discipline experts in the relevant department vet new and revised curriculum, and the department chair passes the curriculum forward to CC. The dean is notified that new or revised curriculum is moving forward so she/he can review it. If necessary, the dean 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.

The Technical Review (TR) work group reviews new and revised curriculum and requests 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, assignments, 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 ([IV.A.25](#)). CC reviews the COR upon recommendation from TR, reviewing matters of integration and confirming that in areas where disciplines may intersect or about the College does not introduce deleterious competition between departments or schools. As the Office of Instruction is represented at CC, and in the 2015-16 academic year, the dean of Academic Programs 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 it is acceptable to faculty and administration and 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.24](#), [IV.A.26](#)) establish the framework for expectations that faculty, staff, and administrators work collaboratively to ensure the College "provide[s] 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 collaboration 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 as 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 make recommendations 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. At IVC, program discontinuance occurred rarely; instead every effort is made by all constituent groups to revise faltering programs so they become viable. In the one instance since IVC established a process for program discontinuance, the program was discontinued with the full accord and support of the discipline faculty involved. A similar program has recently been started and a new full-time faculty member hired to support it. This example of the decade-

long history of Optics and Photonics at IVC demonstrates the utility of the institution's processes to reflect the changing academic, career technical education, and the workforce development needs of the community; the ability of IVC to respond to these community needs rather than be limited by its history; and the collaborative nature of the decision-making process.

The College meets the standard.

Standard IV.A.5 Decision-Making Role and Processes

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 befitting their area of expertise, training, knowledge of best practices, and functions relative to their job duties. 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, 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 attain closure in a timely manner. These groups generally err on the side of collegial and inclusive decisions versus rushing the process as the following example illustrates.

The 2014–2015 revision of the IVC Planning and Decision-Making Manual (IVC-PDM) (IV.A.8) took additional time for widespread conversation and consensus. In academic year 2014-15 the proposed revisions included descriptions of the institution's decision-making process and consensus and a new decision-making flow diagram. These topics engendered a great deal of discussion and many iterations before consensus could be reached, delaying the adoption of the final version until fall 2015. In spring 2015 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. While disagreements certainly occurred, members of the college community ultimately found

compromises with which all parties could feel comfortable, thus providing strong evidence of “appropriate consideration of relevant perspectives” in the decision-making process.

Analysis and Evaluation

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; as a result, input may be gathered from the appropriate stakeholders and whenever possible, decisions are delayed until consensus has been reached. Periodically, students, faculty, staff, and administrators dialogue about being over-scheduled and pressured to prioritize conflicting responsibilities. Attending regularly scheduled committee meetings and the associated task forces or workgroups 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 work group meetings are required for issues requiring their expertise. The College is aware of the predicament many face with the conflicting need to finish their work and their desire to participate in the governance process.

The College meets the standard.

Standard IV.A.6 Decision-Making Role and Processes

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 IVC 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 [IV.A.27](#), [IV.A.28](#). 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 [IV.A.27](#), [IV.A.28](#).

Operational units and committees that do not fall under the provisions of the Brown Act conduct open meetings and maintain publicly accessible websites and/or SharePoint sites available to employees ([IV.A.29](#)). In all cases committee members are charged with reporting information back to their respective constituent group(s) through oral or written reports. To illustrate, curriculum updates are a standing agenda item at Academic Senate, Instructional Council, and Academic School meetings; the Senate president regularly reports decisions made in college or district wide committees back to the Senate; and collective bargaining units communicate negotiation progress and contract updates at regularly scheduled meetings, ad-hoc meetings, or via email.

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.

The College meets the standard.

Standard IV.A.7 Decision-Making Role and Processes

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 [IV.A.30](#).

SPAC and all the SPCs review their work annually using a common survey ([IV.A.30](#)). 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 these data contribute to the modification of the charge, meeting schedule, and/or membership of the committees. 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 [IV.A.31](#), [IV.A.32](#).

The College also conducts biennial Employee and Student Satisfaction Surveys to assess the efficacy of the planning process and to evaluate the role of leadership in the decision-making processes [IV.A.6](#), [IV.A.33](#). The results of the surveys are posted on the college 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.

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.

To illustrate, constituent group members periodically identify the effectiveness of some committees and task forces but also report communication hurdles. A recurring concern is the communication gaps that occur when committee members don't report back to their constituent groups in a timely manner, along with 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.

The College meets the standard.

Standard IV.B: Chief Executive Officer

Standard IV.B.1 Chief Executive Officer

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.

As discussed elsewhere in this Accreditation report, such as in Standard IVA, IVC adopted a consensus-based decision-making philosophy in 2008 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 the College is committed to a “safe harbor” philosophy of open and honest discussion without fear of deleterious repercussion. As members of the College have worked with the notion of “consensus,” the IVC-PDM definition and description have evolved into the mature vision that, on the one hand adopts a traditional idea that while consensus can be reached without all parties favoring the proposition, if anyone objects, consensus is not reached and discussion, hopefully toward and acceptable compromise, continues. On the other hand, such a decision-making process cannot obstruct the organization such that either no decision is reached at all or an authority figure simply takes the matter away from group consideration. 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 the next level “up” in the organization can make a decision with the complete input from the “lower” group. To date, this last resort has seldom been necessary, but when it has been invoked, all parties involved have been satisfied that their voices have been heard and considered. Because, ultimately, the president makes all decisions, and all of the committees are recommending bodies only, this arrangement has been effective at IVC.

The president's leadership is evident in several initiatives and grants he has promoted or encouraged which 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. [IV.B.3](#)

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. [IV.B.3](#)

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. [IV.B.4](#)

The integration of the College Strategic Planning and Budget Development Process with the District planning and goal-setting process. [IV.B.5](#)

The reorganization of the college committee structure resulting in the integration of strategic planning and decision making. [IV.B.6](#)

The development, implementation, and updating of the IVC 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. [IV.B.2](#)

Continued support for the collegial decision-making processes for hiring new and replacement faculty, administrators, and classified staff positions. [IV.B.7](#)

The initiation and updating of the Educational and Facilities Master Planning Process. [IV.B.8](#)

Oversight of the construction of the Performing Arts Center, the Business Science Education and Technology Center, the Life Science Building, the Liberal Arts Building. [IV.B.9](#)

Oversight of the plans for the Fine Arts Building and the maintenance and renovation of pre-existing facilities. [IV.B.9](#), [IV.B.10](#)

Effective and long-standing leadership in the development of the Advanced Technology and Education Park (ATEP). [IV.B.11](#)

Support for the acquisition and oversight of grants and projects including: SSSP, SEP, Perkins, BSI, AANAPISI, AACC Pathways, and the OC Pathways [IV.B.12](#).

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 decisions, 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.

The College meets the standard.

Standard IV.B.2 Chief Executive Officer

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 the organization operates with 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 Board approved position descriptions clearly state the qualifications for administrators and classified managers. 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 [IV.B.13](#)), BP-4056 (Classified Employees Participation in Decision Making [IV.B.14](#)), and BP-5627 (Student Participation in Governance [IV.B.15](#)) outline how faculty, staff, and students may participate effectively. As such, the president is responsible for the integrity of the process and making sure 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, with the president as sole chair. When the institution reorganized, the president agreed that it would be a healthy revision for the College for the SPCs and SPAC to all have faculty and administration co-chairs; the president now sits on, but neither chairs nor dominates, the budget committee (BDRPC). Although naturally members look to him for leadership during discussions, he encourages free discussion so that all voices and opinions are heard before the body makes recommendations to SPAC; through SPAC, where more voices can be heard, the recommendations come to him. This process serves as 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 they replaced, the 2008 IVC-PDM ([IV.B.2](#)) constituted major shifts in participatory governance and decision-making policy and philosophy at IVC. These changes have promoted major improvements in faculty and staff outlook and confidence in the system. The recent revision (2013) 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 falls under 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 college activities to maintain or improve programs and the various parameters of student success. Thus a broad panoply of committees, departments, and individuals participate in not only monitoring the college's institutional effectiveness but in devising ways to improve as well. The large number and diversity of people, including students, staff, faculty, and administrators participating in one or more of the college's initiatives is evidence this approach is part of the IVC community constitution.

It is the president's responsibility to make sure authority is delegated appropriately 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 ensures 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 vice president, the president delegates well. Each vice president has his/her own vice president's Council [IVC-PDM ([IV.B.2](#))] to help coordinate the given vice president's area of responsibility, and the president ordinarily follows recommendations of the vice presidents, taken together in the PEC. Similarly, the College's task forces report to SPCs which 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 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 than IVC. 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.

The College meets the standard.

Standard IV.B.3 Chief Executive Officer

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 improvement 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 one 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 assuages 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 forums. First the institution gathered any ideas people thought were important for the College to undertake or improve or continue. Then, it organized these into clusters at workshop-style open meetings. A work group then organized emerging patterns into a relatively concise yet comprehensive set of goals and objectives. Saddleback College undertook their own tactics to develop their list. Subsequently, 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 thirteen objectives. These were discussed widely in all three units and ultimately were adopted by the District wide Planning Council (DWPC) [IV.B.16](#).

IVC then considered the extent to which the DWSP encompassed everything that IVC wanted in its 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 there were college-specific SP components that do not in any way conflict with the DWSP, IVC adopted as its IVC-SP a set of goals and objectives closely 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 its extensive engagement and participation in the College and District.

The president ensures 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 ([IV.B.17](#)). IEC annually collects and examines data on various measures of student success, compares students' achievements to the college's stated goals, and re-evaluates these goals. Discussions in IEC also include trying to define and summarize the underlying causes when success rates lower than those to which the College aspires are noted. These discussions lead to recommendations, often to other SPCs that have more operational charges in instruction, student services, and other components of the College.

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. 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 in the past. The availability of these data and research staff to help with analysis has become a conventional part of evaluating plans and outcomes.

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 ([IV.B.18](#)) 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 vice president's ranked list is then reviewed by SPAC which 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. The BDRPC membership composition ensures that budget planning at the college level is data-based and has significant input from administrators, faculty, and staff who are well-informed 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 to allocate college resources wisely and efficaciously, keeping the college's mission as well as effectiveness, i.e. student achievement parameters, as the central underpinning in discussions and budgetary recommendations.

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 SPAC 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. 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 ([IV.B.19](#)). 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 [IV.B.20](#). 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 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.

The College meets the standard.

Standard IV.B.4 Chief Executive Officer

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 in ensuring 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-informed and 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 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 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, 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 the consideration and imprimatur of SPAC, yet the efforts are reported nonetheless. Through all of the committees, then, all members of the College participate, at no more than one remove 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) which 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.

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.

The College meets the standard.

Standard IV.B.5 Chief Executive Officer

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 institutional practices are consistent with institutional mission and policies. For example, the vice president of instruction is responsible for ACCJC compliance while the vice president of student services 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 is feasible on the advice of the President's Executive Council (PEC) representing the administration perspective and the 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 the response to Standard III). Other District allocations emanate via the Basic Aid Allocation recommendation Committee (BAARC) as described in BP & AR 3110 ([IV.B.21](#), [IV.B.22](#)).

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 the response to 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, 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. [IV.B.23](#)

After the main budget is recommended to, 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 the response to Standard III. In recent years, (2012-present), IVC has modified the process by having IVC-IT develop a web-based site for resource requests and their analysis by relevant committees, SPCs, and SPAC that make the final college recommendations to the president as well as by progressively including more funding sources and types of allocations in this open and public assessment process. As 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, resources are allocated in accordance with the college mission and the funded projects are acknowledged by the campus community to be high-priority ones.

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 as part of IVC's "safe harbor" consensus-driven decision-making process. In most cases this participation by the president does, in fact, occur. Hence, committee members report confidence in the system. [IV.B.24](#).

Analysis and Evaluation

The President is well-versed and conversant in statutes, board policies, and regulations. He embraces 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 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; 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 (PEC), 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, designed to provide reasonable assurance that the financial statements are free of material misstatement. The fiscal Audit Reports ([IV.B.25](#)) 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.

The College meets the standard.

Standard IV.B.6 Chief Executive Officer

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 the College's only, or even its 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 the College's efforts to fulfill its mission.

The president hosts an annual breakfast for the principals and vice principals and counselors of the College's feeder high schools. In previous years, this event 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 its students in transfer and CTE programs, and the success of IVC transfer students. Moreover, each principal is presented with his or her school-specific data. Much of the purpose is, clearly, to motivate 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 and to help the high school teachers focus some effort on crucial components for college success in their high school coursework. For many years, Student Services, and in particular the School of Guidance and Counseling, has invited the counselors from IVC's feeder schools to a program lasting most of a day to discuss similar topics. 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. The president's role is not limited to host but more importantly extends to articulating his and IVC's vision of its role in educating high school students and graduates, a crucial element of building successful relationships with IVC's 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 25 members, including administrators, members of the classified staff and faculty, emeritus faculty, and community members. Long-standing members have returned to the BOG, and new members have been encouraged 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 stands as evidence of his ability to communicate with them convincingly about the value IVC brings to the community.

Another crucial element of the president's communication with the community is his involvement with a variety of business and civic organization that have allowed him to increase networking endeavors with local businesses which 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 a number 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 the service area, and President Roquemore has been active in regional, state- and national- level activities, a strength of the college president is the expanded 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 various means. The president writes and disseminates newsletters campus wide, and generally 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 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 its growing Foundation and fund-raising efforts, internship possibilities for students and potentially externships for faculty members, and improved relations with neighboring universities which increase transfer pathways for IVC graduates. Three intertwined components of the communication with the communities IVC serves include: drawing in more students and improving their likelihood of success; establishing and strengthening the College's ability to place students after, and during, their experience at IVC as they move into the workforce and/or further education; and strengthening IVC's role, and IVC's perceived role, in the local community. The College and its president expect these components should be synergistic; for example, from work with feeder schools to improve the preparation of incoming students, not only does IVC expect its success and completion rates to be improved, it also anticipates these students will be 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: Governing Board

Standard IV.C.1 Governing Board

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, 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 Policies have been adopted to ensure academic quality, integrity, and student learning and safety:

- BP-5300 (Grading Policy [IV.C.3](#))

- BP-5300.5 (Grade Changes [IV.C.4](#))
- BP-5301 (Course Repetition [IV.C.5](#))
- BP-5320 (Academic Renewal [IV.C.6](#))
- BP-5401 (Rules And Regulations for Student Conduct [IV.C.7](#))
- BP-5404 (Sexual Assaults [IV.C.8](#))
- AR-5505 (Grade Grievance Policy [IV.C.9](#))
- BP-5600 (Associate Degree Requirements [IV.C.10](#))

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 [IV.C.11](#)), BP-3101 (Budget Management [IV.C.12](#)), BP-3101.5 (Fiscal Management [IV.C.13](#)), and BP-3102 (Investment Policy [IV.C.14](#)). 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.

The College meets the standard.

Standard IV.C.2 Governing Board

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 [IV.C.1](#)), BP-110 (Code of Ethics – Standards of Practice [IV.C.15](#)), and BP-180 (Respectful Interactions and Collaboration [IV.C.16](#)). 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.17](#)).

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 board meetings from recent years substantiate this behavior.

The College meets the standard.

Standard IV.C.3 Governing Board

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 [IV.C.18](#)), BP-148 (Evaluation of the Chancellor [IV.C.19](#)), and BP-4011.6 (Employment Procedures for Chancellor [IV.C.20](#)), 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.21](#)). 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 exercises 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 [IV.C.19](#)) 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.22](#)).

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.21](#)). Board Policy 4011 mirrors the hiring procedures for the chancellor outlined above and clearly specifies rigorous hiring procedures to ensure 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 them based on 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 July 1, 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.23](#)).

The District is currently engaged in 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.

Standard IV.C.4 Governing Board

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.24](#)). 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.25](#)), the Board also has a student trustee 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 [IV.C.26](#)) was adopted by the Board on August 27, 2007, and a corresponding conflict-of-interest administrative regulation (AR 154) has been implemented ([IV.C.27](#)). 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, D.C. 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.28](#)).

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 through 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.17](#)).

The College meets the standard.

Standard IV.C.5 Governing Board

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 collaboration, 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.29](#)).

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.30](#)) 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.31](#)).

The Board ensures educational quality through Board policies governing students and instruction ([IV.C.32](#)). 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.33](#)) 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 expectations 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 [IV.C.11](#)), BP-3101 (Budget Management [IV.C.12](#)), BP-3101.5 (Fiscal Management [IV.C.13](#)), and BP-3102 (Investment Policy [IV.C.14](#)). 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 through reports and budget presentations ([IV.C.35](#)) including Basic Aid presentations ([IV.C.36](#)).

The Board maintains authority over all legal matters associated with the operation of the District, closely monitoring legal issues that arise, reviewing them in closed session, and approving 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 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.

The College meets the standard.

Standard IV.C.6 Governing Board

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.37](#)), and specifications related to the Board's size and areas ([IV.C.24](#)) 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 in the 100 Board Policy Series ([IV.C.38](#)).

Analysis and Evaluation

The published Board policies in the 100 Board Policy 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 made publicly available, both electronically and on paper. These policies are regularly reviewed and updated when necessary.

The College meets the standard.

Standard IV.C.7 Governing Board

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 Board Policy Series ([IV.C.38](#)) 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.17](#)).

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.39](#)) 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.40](#)). To illustrate, the following policies and administrative regulations were under review at the May 6, 2016 BPARC meeting:

- BP-7340 Employee Leaves – *FA Update from March 4, 2016*
- AR-7340 Employee Leaves- *March 4, 2016*
- AR-5302 Campus Safety- *Aug 23, 2013*
- AR-4225 Recruitment of Part-time Faculty – *March 4, 2016*
- BP-4011 Recruitment – Administrators and Managers
- AR-4011 Recruitment – Administrators and Managers
- BP-4720 Abusive Conduct in the Workplace- *Feb 5, 2016*
- BP-5626 Independent Study – *Sept 11, 2015*
- 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 recently hired a retired administrator to work part-time as facilitator for Board policy revisions.

The College meets the standard.

Standard IV.C.8 Governing Board

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.41](#)). 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.42](#)) 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. 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.
The College meets the standard.

Standard IV.C.9 Governing Board

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 arrange for periodic Board education presentations throughout the year. Additionally, Board members provide oral reports and summaries of the conferences and Board educational activities in which they have participated at each board meeting ([IV.C.17](#)).

Board Policy, BP-109 (Board Education [IV.C.43](#)) 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.
- 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 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.

Board continuity is addressed through the combination of Board Policy BP-108 (Vacancies on the Board [IV.C.44](#)), 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 membership when vacancies have occurred. Staggered Board elections have provided consistency, and incumbents are frequently re-elected, adding continuity of governance.

The College meets the standard.

Standard IV.C.10 Governing Board

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.45](#))

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.46](#)). 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 and 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.

The College meets the standard.

Standard IV.C.11 Governing Board

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.26](#)) 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 stipulates 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.15](#)) 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 (<http://localethics.fppc.ca.gov/login.aspx>). This training is free of charge and provided online. Upon completion of training Board members are provided with a Certification of Completion which 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 each Board meeting.

The College meets the standard.

Standard IV.C.12 Governing Board

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.22](#)) 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.47](#)) 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 have improved 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 allow the chancellor and presidents the ability to 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 nonetheless remains evident the Board holds her accountable.

The College meets the standard.

Standard IV.C.13 Governing Board

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. [IV.C.48](#)

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.49](#)). 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 requirements involving recommendations from previous self-study reports.

The College meets the standard.



Standard IV.D: Multi-College Districts or Systems

Standard IV.D.1 Multi-College Districts or Systems

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.1](#)) Chancellor Poertner and now Interim Chancellor Fitzsimons have provided leadership and have 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.2](#)) and the District wide Function Map ([IV.D.3](#)) 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" of the District. ([IV.D.4](#)) 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.2](#)), Chancellor Poertner stresses 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 through 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 proved 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.

The College meets the standard.

Standard IV.D.2 Multi-College Districts or Systems

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:

- BP-112, Duties and Responsibilities of the Board of Trustees ([IV.D.5](#))
- BP-2100, Delegation of Authority to the Chancellor ([IV.D.1](#))
- BP-2100.1, Delegation of Authority to the Academic Senate ([IV.D.6](#))
- BP-2100.2, Role and Scope of Authority of the Academic Senates ([IV.D.7](#))
- BP-2101, Delegation of Authority to the College President ([IV.D.8](#))
- BP-3001, Delegation of Authority ([IV.D.9](#))
- BP-4309, Duties and Responsibilities of the Faculty ([IV.D.10](#))
- BP-4056, Classified Employees Participation in Decision Making ([IV.D.11](#))
- BP-5627, Student Participation in Governance ([IV.D.12](#))

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* ([IV.D.3](#)) and the *District wide Planning and Decision-Making Manual* ([IV.D.13](#)). 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 ([IV.D.14](#))
- Board Policy and Administrative Regulation Advisory Council ([IV.D.15](#))
- Business Continuity Planning Committee ([IV.D.16](#))
- Capital Improvement Committee ([IV.D.17](#))
- Chancellor's Council ([IV.D.18](#))
- District Online Education Committee ([IV.D.19](#))
- District Resource Allocation Committee ([IV.D.20](#))
- District wide Planning Council ([IV.D.21](#))
- District wide Technology Committee ([IV.D.22](#))
- Learning Services Coordinating Committee ([IV.D.23](#))

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, coordinates 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.24](#)). 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 ([IV.D.24.B](#)).

Following the aforementioned 2010 Commission recommendations pertaining to communication and the delineation of roles, Chancellor Poertner initiated discussions in 2011 that identified five district wide barriers to successful communication ([IV.D.25](#)):

- Unhealthy competition within and between IVC, Saddleback, and District Services.
- Lack of utilizing data and metrics for decision making.
- Circumvention and lack of established policies, procedures, and protocols.
- Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and district services.
- Lack of district policy encouraging civility, respect, and collegial behavior.

A task force was formed for each barrier to identify assumptions and make recommendations for improved communication ([IV.D.26](#)). For example, the Barrier 4 Task Force (Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and district services) identified the following assumptions and recommendations:

Assumptions

- We act as separate entities rather than as a unified district with one shared vision, focus, and purpose.
- There seems to be a general lack of respect for authority of the chancellor and/or district executive team by the presidents and/or other college managers and administrators.
- There seems to be a general lack of respect for the authority and responsibilities of the presidents and/or other college managers and administrators by the district executive team and/or other District Services personnel.
- District Services is often unresponsive and/or untimely.
- The knowledge base and expertise of District Services personnel is inconsistent, and individuals within the same department provide different information and advice.
- District Services is not customer (college) service centered, and often insular and/or process-driven.

Recommendations:

- Develop more in-depth new employee orientations.
- Conduct District Services department open houses and/or tours of the colleges.
- Increase in-person conversations and attendance at other departments' meetings.
- Develop a district wide calendar.
- Create job shadowing opportunities for faculty and staff.

- Increase the acceptance of roles and positions at the Colleges and District Services.
- Develop activities and/or compile personnel skills maps.
- Create student ambassador programs.

The Colleges and District Services have been charged to implement the recommendations from the barriers task force; this work is ongoing. To illustrate, IVC has a student ambassador program, both Colleges use a district wide calendar ([IV.D.27](#)), each district services department has conducted tours ([IV.D.28](#)), and facilitated conversations (Higher Understanding Gathering Sessions) ([IV.D.29](#)) have been held with the human resources, fiscal, facilities, and information technology teams to resolve issues.

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 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 in their involvement in college operations, Chancellor Poertner arranged *District Services Road Shows* ([IV.D.28](#)) 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. These 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.

The College meets the standard.

Standard IV.D.3 Multi-College Districts or Systems

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 [IV.D.30](#)), BP-3101 (Budget Management [IV.D.31](#)), BP-3101.5 (Fiscal Management [IV.D.32](#)), and the Budget Development Guidelines ([IV.D.33](#)). 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* 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.34](#)). These audits are 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 his 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 institutions through application of state-mandated guidelines and the local Board-approved budget guidelines.

The College meets the standard.

Standard IV.D.4 Multi-College Districts or Systems

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.8](#)). This policy establishes the college president as the final authority on the college level. At each college, the 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.8](#)), 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 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 Board, the interim chancellor, and the communities they serve hold the college presidents accountable for their performance.

The College meets the standard.

Standard IV.D.5 Multi-College Districts or Systems

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.35](#)) 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.36](#)) provides information about the planning and budget process in the District. From a fiscal standpoint, the Budget Development Guidelines ([IV.D.33](#)) 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.37](#)) are integrated with and inform the overall District's Education and Facilities Master Plan ([IV.D.38](#)).

The Colleges' strategic plans are integrated with the District wide Strategic Plan ([IV.D.39](#)), 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.40](#)) 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.41](#)) aligns with the District wide Strategic Plan ([IV.D.39](#)), and establishes the framework of goals and objectives that guide district wide technology planning. The IVC Technology Plan ([IV.D.42](#)) 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 ([IV.D.43](#)). Administrative Unit Reviews (AUR) ([IV.D.44](#)) include an analysis of planning outcomes and a review of planning processes.

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 processes, district wide surveys, college wide surveys, governance committee self-evaluation, and AURs.

The College meets the standard.

Standard IV.D.6 Multi-College Districts or Systems

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.6](#)) 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 in Board Highlights ([IV.D.45](#)), 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 emails 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.46](#)) and produced and distributed newsletters ([IV.D.47](#)) to enhance communication and ensure the effective operation of the Colleges. ([IV.D.29](#))

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 emphasize 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.48](#), [IV.D.24](#)).

At the same time, the Colleges and District Services have improved in many respects, as stakeholders enjoy 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, to add new perspectives to the conversation and 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.

The College meets the standard.

Standard IV.D.7 Multi-College Districts or Systems

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.13](#)) 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. 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. 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 and has developed mechanisms for wide communication of the results of these evaluations. The District and Colleges have conducted surveys ([IV.D.48](#),



IV.D.24), 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%

The College meets the standard.



Quality Focus Essay: Institutional Effectiveness

Introduction and Action Project Selection

IVC chose three projects that are institutional in scope and have an impact on student learning and achievement for quality focus essay (QFE) topics. The topics that require further study and institutional effort to improve student learning and achievement became evident during the self evaluation process and are: the use of disaggregated student learning outcomes, online education, and the resource allocation process.

Action Project One: Disaggregated Student Learning Outcomes

Overview

The College has used disaggregated achievement data in program reviews, and planning and decision making for some time. What is new is the notion of using disaggregated student learning outcome data. As such, the College will expand the model and processes that have been developed by the English department ([I.B.76](#)).

Action Project	Outcomes	Alignment with Standards
Disaggregated Outcome Assessment Implementation	Strategic	I.A, I.B, II.A, II.B, and II.C

Description, Purpose and Goals

The desired goals for this project encompass the need to measure the effectiveness of new, emerging, and expanding initiatives and programs that are designed to increase student achievement. For example, the English department has disaggregated learning outcomes data for accelerated courses versus full term traditional courses and sequences. Acceleration has been a useful tool in efforts to minimize the time that students spend in basic skill sequences. As the College expands acceleration to other disciplines, it has become evident through the self evaluation process that disaggregating achievement data alone is not sufficient for assessing program effectiveness. Consequently, disaggregated learning outcomes data should be an additional measurement in the course and program evaluation process.



In addition to acceleration, the College has recently increased online education course and program offerings. The emerging practice of disaggregating learning outcome data should naturally be expended to these areas. For online education, the achievement gap has been moved to the forefront of the conversation about student success, so disaggregated learning outcomes data for fully online versus face-to-face courses will serve as a second but equally critical metric.

While the College is currently prepared and has established practices to disaggregate SLO data at the course and program level, additional discussions must be had to acquire the staff and technology to disaggregate outcomes data at the student level (ex. by gender or socioeconomic status). IVC is committed to moving in this direction and will develop a comprehensive plan that identifies resources and a timeline by spring 2018. In the interim, the College will expand outcome disaggregation to the areas outline in Table QFE.1

Table QFE.1: Learning Outcomes Disaggregation Plan

Disaggregated SLO Data	Action Plan	Responsible Party	Timeline to initiate
Accelerated versus traditional courses and sequences	In addition to English, expand disaggregation to mathematics, reading, and language acquisition acceleration	Academic departments, OOI, and ORPA	Fall 2016 – Spring 2018
Fully online versus face-to-face courses	Disaggregate in all cases where online and face-to-face courses are offered	OETF, academic departments, OOI, and ORPA	Fall 2016 – Spring 2018

Action Project Two: Online Education

Overview

IVC offers online learning that consists of programs and courses offered fully online and partially online (hybrid) with the guiding principle of increasing student access and success. To support students, the Online Education Task Force (OETF) seeks to address the challenges related to minimizing the achievement gap between students taking fully online courses and face-to-face or hybrid courses ([Achievement Gap Data](#)). The OETF is also tasked with making recommendations to address the need for additional infrastructure, ongoing professional development, innovative course designs, and enrollment growth.

Action Project	Outcomes	Alignment with Standards
Online Education Strategic Planning and Implementation	Strategic	I.A, I.B, II.A, II.B, II.C, III.A, III.B, III.C, IV.C, IV.D, and Substantive Change for OE

Description, Purpose and Goals

Following a period of steady growth in online offerings the College 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 ([Q.1.1](#), [Q.1.2](#)). 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). In an effort to close the online education achievement gap, the OETF highlights the need for continued progress in the following areas:

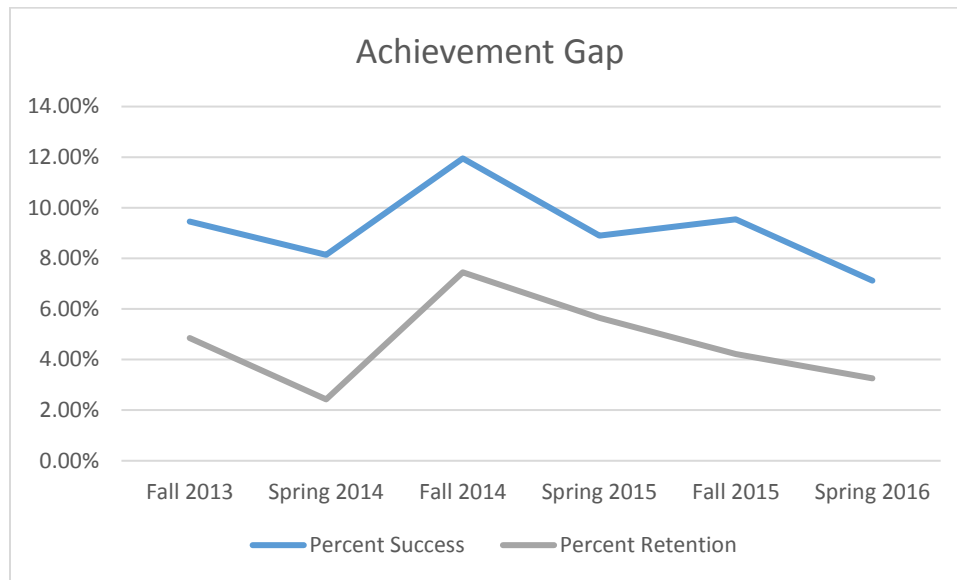
- Regular and effective contact and student engagement in learning through a review of the DE Faculty Handbook and quick sharing at each School meeting in the fall semester
- Faculty professional development
- Online course approval process
- OE strategic plan and resource request process and actions
- Collaborative decision-making and resource allocation processes
- 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. The AUR, which includes an assessment plan, is reviewed annually by the OETF. The 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 ([Q.1.3](#)), District wide Strategic Plan ([Q.1.4](#)), IVC Technology Plan ([Q.1.5](#)), OE AUR ([Q.1.6](#)).

The achievement gap reported in the OE AUR ([Q.1.6](#)) used data from the Chancellor's Office that combined the results for fully online and hybrid courses. When viewed in this light, IVC's achievement gap is smaller than the gap for the state as a whole. In Table QFE.2, the data is presented for course that are fully online and those that are face-to-face since the achievement gap is largest when these measures are compared. Although IVC's achievement gap is narrower than the statewide average and has improved over time, the College intends to continue this improvement with the goal of significant narrowing or eliminating the gap.

Table QFE.2: Achievement Gap for Fully Online versus Face-to-Face Courses

Achievement Gap: Online vs. Face-to-Face		
Term	Percent Success	Percent Retention
Fall 2013	9.46%	4.85%
Spring 2014	8.15%	2.43%
Fall 2014	11.95%	7.45%
Spring 2015	8.90%	5.65%
Fall 2015	9.54%	4.22%
Spring 2016	7.12%	3.26%



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 and is reviewed annually by the OETF. 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 percent online. There are 35 Certificates of Proficiency (COPS) offered 100 percent 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.

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 OETF annually reviews the plan.

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 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 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.

Table QFE.3: Online education objectives

Objective	Description
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.

The areas of online education at IVC that have the most room for improvement are: the distance education curriculum process, faculty professional development, the learning management system, and the online education course review process.

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 fully online courses and hybrid courses, the curriculum process is as follows: faculty 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, suggested changes are addressed by faculty; this is followed by the OE/DE proposal being sent to the Curriculum Committee for approval; before finally going 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 its online course offerings and this process begins with curriculum approval. Currently, IVC has approved 281 courses for 100 percent online instruction and/or hybrid instruction and another 54 courses are currently in the process of being approved. IVC's goal is to approve and reassess its online course offerings every semester.

Professional Development

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 offers multiple @ONE Introduction to Teaching with Canvas trainings which focus 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 since 2014:

Online Education Professional Development Opportunities:

- Introduction to Online Teaching with Canvas (IOTC)
- @ONE Online Training: Introduction to Online Teaching and Learning
- @ONE Online Training: Introduction to Teaching with Canvas
- Online Teaching Conference
- 4C/SD Professional Development Conference

- Academic Senate for California Community Colleges Plenary

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, the institution implemented a Canvas Pilot consisting of 51 sections, 36 faculty, and 1271 students and plans to continue to assess, expand, and support the implementation of Canvas during spring, summer, and fall 2017, with the process ending in December 2017.

Online Course Review

In order to continue to insure the rigor and quality of the College’s online and hybrid course offerings, the OETF is developing a system and rubric for evaluating online courses. The development of the process will take place 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. Topics of discussion will include areas of the course that 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.



Table QFE.4: Online Education Action Plan

Action Plan	Measures of Progress	Responsible Party	Timeline
Faculty Professional Development for Online Education	Accessibility: Number of Accessibility Prof. Development Opportunities offered throughout the year.	Technology Services	fall 2015 through spring 2019
	Canvas: Number of completers in the @ONE Introduction to Teaching with Canvas (ITC) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops	Online Education Task Force (OETF) and Technology Services	summer 2016 through fall 2017
	Online Pedagogy – Regular, Effective and Substantive Contact: Number of completers in the @ONE Introduction to Online Teaching and Learning (IOTL) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops	Online Education Task Force (OETF) and Technology Services	spring 2016 through spring 2019
Online Course Review	Approval of Course Design Rubric	OETF, Academic Senate, APTC	spring 2016 through spring 2017



Action Plan	Measures of Progress	Responsible Party	Timeline
	Development and approval of the Online Course Review Process (OE Faculty Handbook)	OETF, TATF, Academic Senate, APTC, SPAC	spring 2016 through spring 2017
	Number of completers of training for Peer Faculty Course Reviewers	OETF	fall 2017 through spring 2019
	Number of Courses Reviewed by Faculty employing a Course Design Rubric	OETF	spring 2018 through spring 2019
	Accessibility: Number of DE Proposals and active courses validated for Section 508 compliance	Technology Services	spring 2018 through spring 2019
LMS Migration from Blackboard to Canvas	Timeline: Approval	OETF, TATF, Academic Senate, APTC, SPAC	spring 2016 through fall 2016
	Phased-In Implementation	OETF and Technology Services	fall 2016 through fall 2017
	Full Implementation of Canvas	OOI, OETF, and Technology Services	spring 2018
Distance Education Curriculum Process	DE Proposal Form Approval	OETF, Curriculum Committee, Academic Senate, APTC	fall 2014 through spring 2016



Action Plan	Measures of Progress	Responsible Party	Timeline
	Number of DE Course Proposals Approved	Technology Services (508 Compliance), Technical Review, Curriculum Committee, Academic Senate	ongoing

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.

Action Project Three: Resource Allocation Process

Overview

IVC has an open and transparent resource allocation process that has evolved incrementally following each annual review. The current process has many positive attributes, but it is time consuming and could potentially have negative impacts on student learning and achievement because of the time need to review requests prior to acquiring support staff, supplies, and equipment especially for off-cycle resource requests.

Action Project	Outcomes	Alignment with Standards
Resource Request Process Component of Budget Development and Management	Strategic	I.A, I.B, I.C, II.A, II.B, II.C, III.A, III.B, III.C, III.D, IV.A, and IV.B

Description, Purpose and Goals

Since 2007, IVC faculty, classified staff, managers, and administrators have been working together to develop and improve the College's methods for allocating resources in a fair, equitable, and open fashion that reflects its strategic intentions and operational needs. Funds not already allocated for 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 after. All college processes, including those for allocation of resources, have been evolving steadily; the component engendering the most discussion about the need for improvement is the 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. Following the 2010 ACCJC recommendations, in 2011 the Resource Request Process, which employs Strategic Planning Committees (SPCs) to prioritize allocations, was revised to permit any employee to make a resource request that includes funding sources other than general fund.

To increase the efficiency and open access for requestors, appraisers, and observers in the process, a software 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 stands as 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 IVC now employs 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, Inside.IVC.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.

Each of these three components affords major benefits to the college, but each also results in challenges that the institution continues 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 to minimize the possibility of negative impacts on student achievement and outcomes.

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 individuals to complete their review work.

In the past, when only unrestricted general funds were 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, because only the highest value requests



could be considered. A possible solution to the time commitment issue with everyone reviewing all resource request would be to separate the categorical and restricted funding sources from general fund requests. In theory, an equally transparent and more nimble process could be developed around two broad funding source categories. This new process could be implemented as the College moves to integrate several major planning initiatives: Basic Skills, Student Equity, Student Success Support Programs, Perkins, and the Strong Workforce Initiative.

One idea currently being considered by committee members who have been involved in this process involves reviewing 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. 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, IVC believes the smaller number being considered at each period will reduce the human toll.

Table QFE.5: Action Plan for Addressing the Speed of the Resource Allocation Process

Goal	Action Plan	Responsible Party	Timeline
Expedite the resource request process while maintaining transparency and access	Pilot biannual review cycles.	BDRPC/SPAC	fall 2016 – spring 2017
	Discuss separating categorical fund requests from general fund requests.	BDRPC/SPAC	spring 2017
Align resource request process with the fiscal years of all funding sources	Pilot biannual review cycles.	BDRPC/SPAC	fall 2016-spring 2017
	Pilot triannual review cycles.	BDRPC/SPAC	fall 2017-spring 2018
Revise online resource request program	Allow two entry points/consideration cycles	IVC Technology Services	fall 2016-spring 2017
	Allow three entry points/consideration cycles	IVC Technology Services	fall 2017-spring 2018

Changes and Plans Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Leads	Timeline	Anticipated Outcome
Customize TracDat so that program review and the resource request process are seamlessly linked.	I.B.9	SPAC , Technology Services	Fall 2016- Fall 2017	A transparent method of documenting the links between program review, resource requests and college goals that would replace the current manual method.
Add two or three entry points to the resource request process; align resource request process with fiscal years of all funding sources; revise online resource request program.	I.B.9; III.D.2; QFE	BDRPC, Technology Services, SPAC	Fall 2016- Spring 2018	An expedited resource allocation process that maintains transparency. Better coordination between the resource request process, funding deadlines, grant parameters, and institutional needs.
Create a Student Services for Distance Education Plan in coordination with revision of the Online Education Strategic Plan.	II.C.1; QFE	OSS, OETF	Spring 2017- Spring 2018	Enhanced student services for a rapidly growing distance education population.
Enhance professional development for distance education.	II.C.1	OETF	Fall 2016- ongoing	Improved student performance and outcomes in distance education courses.
Offer additional training on FERPA policies, including online modules, for new employees.	II.C.8	Admissions & Records, District HR	Fall 2016- Fall 2017	Improved knowledge of FERPA and its implementation among new employees.
Develop a Data Handling Manual.	II.C.8	OSS	Spring 2017- Spring 2018	Ensures consistency and compliance among all college employees who handle student data and manage student information.
Align AURs and College-wide surveys to reflect ACCJC standards.	III.B.2	Facilities, ORPA	Spring 2017	Increase alignment between ACCJC evaluative standards and the College's routine self-evaluative mechanisms will create efficiencies and assist in meeting or exceeding ACCJC standards and policies.
Initiate joint OOI and Facilities planning mechanism in preparation for revising the EMP and the FMP.	III.B.3; III.B.4	Facilities, OOI	Spring 2017	Improve efficiency, integration, and coordination between the planning documents.



Change, Improvement and Innovation	Standard	College Leads	Timeline	Anticipated Outcome
Continue to narrow the achievement gap between online and traditional modes of instruction by exploring a variety of integrated tactics that span instruction and student services.	QFE	ORPA, OOI, OSS, OETF	Fall 2016-ongoing	Reduction or elimination of the achievement gap.
Update online course review and approval rubric for all courses taught online or in hybrid format.	QFE	OETF, Curriculum Committee, Academic Senate, APTC	Spring 2016-Spring 2017	Updated approval process that thoroughly addresses areas including quality and regular effective contact.
LMS Migration from Blackboard to Canvas: Continue phased in implementation	QFE	OOI, OETF, Technology Services	Fall 2016-Spring 2018	A phased-in college-wide migration from Blackboard to Canvas, completed by Spring 2018.
Work on solutions to challenges in the current administrative staffing levels.	IV.B.2	President	Spring 2017 and ongoing	Finding ways and means to increase administrative and support staffing to meet instructional needs.
College mission statement revised	I.A.I	IEC, SPAC	Fall 2015-Fall 2016	Fuller and more accurate description of the types of degrees and credentials offered; Heightened emphasis on values of access, success and equity; Highlighting college's involvement in guided pathways
Creation of an integrated planning matrix for college initiatives, such as SEP, SSSP, and BSI/BST	I.B.9	IEC	Spring 2016-Ongoing	Better integration and coordination of initiatives and grants. More collaboration. Less duplication of efforts. Increased opportunity to coordinate larger scale projects.
Creation of catalog planning work group	I.C.1	OOI	Fall 2016-ongoing	Enhance integration of the curriculum, scheduling and catalog production timelines for an earlier catalog publication date to better serve students.
Established a fall and spring catalog addendum	1.C.2	OOI	Fall 2016-ongoing	Improve the accuracy of catalog information provided to students. To create a vehicle to convey significant corrections, policy changes, or new program information to the community that comes in after the catalog production deadline.



Change, Improvement and Innovation	Standard	College Leads	Timeline	Anticipated Outcome
Create a Student Success Dashboard	II.A.1	District Technology	2015-2017 release	
Implement Degree Audit software	II.A.1	District Technology	2015-2017 release	A quick, efficient, electronic means of identifying student progress towards degrees and certificates that will lead to more precise and timely communication with students and a higher completion rate.
Inclusion of Student Learning Outcomes (SLOs) in the Course Outline of Record (COR)	II.A.3	OOI, SLO Task Force, Curriculum Committee	Fall 2015-Spring 2017	SLOs will be available in three venues: TracDat, syllabi, and the COR.
Review six area of emphasis degrees to identify core courses and interdisciplinary electives, where needed	II.A.13	Curriculum Committee	Fall 2015-Spring 2017	Area of emphasis degrees will be update and in compliance with current standards as outlined in the Program and Course Approval Handbook (PCAH)
Develop new faculty evaluation form	III.A.2	District, Faculty Association	Fall 2017	An evaluation form that is in alignment with new provisions of the faculty contract and accreditation requirements.
Review policies related to student complaints procedures. Improve where needed.		SSO	Fall 2016	Possible revision of BP/AR 5530 and possible adoption or clarification of local procedures, including the use of comment cards and an ombudsperson.
Revise BP-109 to enhance BOT training and organizational involvement	IV.C.10	District BP/AR Committee	Fall 2016-Spring 2017	Improved BOT training and enhanced involvement with outside organizations.
Identify and close gaps in understanding roles and authority between District Services and the Colleges	IV.D.1; IV.D.7	Chancellor, College Presidents	Spring 2016-ongoing	Improved understanding of responsibilities and authority of District Services and the Colleges. Update and enhancement of Districtwide Function Map.
Continue implementation of recommendations from the district barriers task forces	IV.D.2; IV.D.6	Chancellor, College Presidents	2011-Ongoing	Sustained improvement in coordination and communication, mutual understanding and acceptance of roles and authority between the District and the Colleges.



List of Acronyms

AACC	American Association of Community Colleges Guided Pathways
AANAPISI	Asian American Native American Pacific Islander Serving Institute
AESL	Adult English as a Second Language
APTC	Academic Planning and Technology Committee
AUO	Administrative Unit Outcome
AUR	Administrative Unit Review
BARC	Budget Allocation _____ Committee
BDRPC	Budget Development and Resources Planning Committee
BOT	Board of Trustees
BPARC	Board Policy & Administrative Regulation Committee
BSI	Basic Skills Initiative
CAI	Common Assessment Initiative
COR	Course Outline of Record
DE	Distance Education
DRAC	District Resource Allocation Committee
DWIPC	District Wide Integrated Planning Committee
DWPC	District Wide Planning Council
F2F	Face to Face
GAP+4	Guarantee Admission Program (Accounting-Cal State University Fullerton)
HUGS	Higher Understanding ____
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiatives
IGETC	Intersegmental General Education Transfer Curriculum
IMS	Informational Management System
ISLO	Institutional Learning Outcome
IVC	Irvine Valley College
KPI	Key Performance Indicators
MAP	My Academic Plan
MMAP	Multiple Measures Assessment Project
OETF	Online Education Task force
OPRA	Office of Research Planning and Accreditation
PDM	Planning and Decision Making Handbook
PR	Program Review
PSLO	Program Learning Outcome
SC	Saddleback College
SEP	Student Equity Plan
SES	Socioeconomic Status
SLO	Student Learning Outcome



SOCCCD South Orange County Community College District
SPAC Strategic Planning and Accreditation Council
SPOWG Strategic Planning Oversight Work Group

SSAMMO Student Success, Access, Matriculation, Marketing and Outreach Committee
SSO Student Service Outcome



IRVINE VALLEY
COLLEGE

2016 ACCREDITATION SELF STUDY

OBSOLETE

THE PATH TO YOUR FUTURE

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Introduction

About Irvine Valley College

Opened in 1979 as Saddleback College North Campus, Irvine Valley College (IVC) received its current name and independent status in July 1985. In July 1988, the college received its first accreditation as a separate institution by the Western Association of Schools and Colleges (WASC). In 2015, the college celebrated its 30th anniversary as an accredited California community college.

IVC currently ranks number two among California community colleges for its four-year institution transfer rate and number one in Orange County. The college offers a full complement of programs, from most traditional liberal arts and sciences to advanced technologies. It has established a reputation for excellence within the community and among the student population. The success of the college's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the college's day, evening, weekend and online programs. All instructional programs at the college are housed within 10 academic schools. Full-time instructional deans work with the Vice President for Instruction and the President in overseeing the instructional activities of the college.

IVC is a public community college funded by a combination of state and local tax dollars. Through its foundation, the college also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and students through scholarships. The seven-member Board of Trustees of the South Orange County Community College District (SOCCCD) through the office of the Chancellor, governs IVC, Saddleback College in Mission Viejo, and the Advanced Technology & Education Park (ATEP) in Tustin. Board members are elected at large from representative areas of the district. IVC is under the direction and guidance of its president who, with the faculty and staff, administers the college and oversees the implementation of Board policies.

The driving force behind the success at the college is the campus wide dedication to uphold the mission of the institution.

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.

Figure 1: Irvine Valley College Historical Timeline



Community and Student Demographics and Data

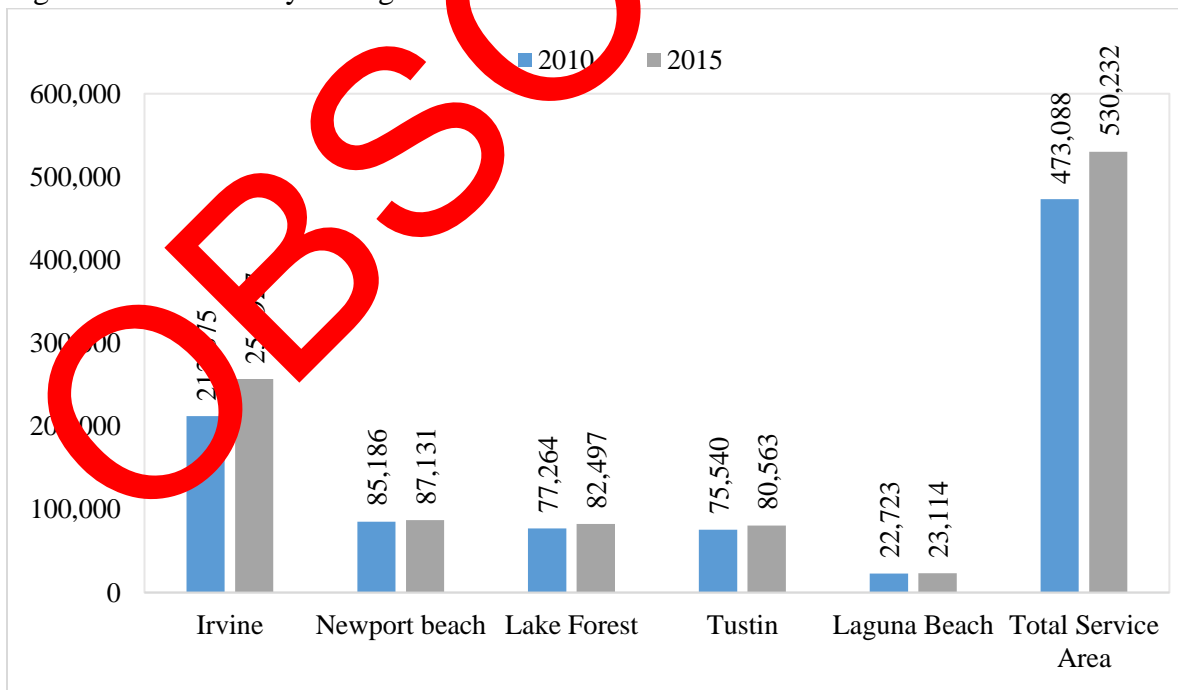
Data on Irvine Valley College's student and faculty populations indicates significant changes since the period of the last Accreditation Self-Study in 2010.

Service Area Characteristics

Service Area Profile

Located in the northern half of the South Orange County Community College District, Irvine Valley College serves the residents of Irvine, Tustin, Laguna Beach, Newport Beach, Lake Forest, and surrounding communities. The College additionally serves international students as well as online students. According to the 2015 American Community Survey, the population of the IVC service area was 530,232 in 2015, which was an increase of 12% from its population of 473,088 in 2010. This increase is more than twice the rate for the state of California as a whole, which was 5% during this same time period.

Figure 2: Irvine Valley College Service Area Population 2010 versus 2015



Source: 2015 American Community Survey

Service Area Demographics

Tables 1 and 2 display key demographic information from communities in Irvine Valley College's service area. There is great ethnic and socioeconomic diversity within the IVC service area. Irvine residents are generally well-educated (66% of adults have earned at least bachelor's degree) and financially secure (\$110,000 median family income). Irvine has a substantial Asian community (39%); the cities of Lake Forest and Tustin contain sizeable Latino communities (24% and 41% respectively). Residents from these communities have relatively lower levels of educational attainment and median family incomes. However, these figures are still higher than the statewide figures, where on average 49% of adults in California earned at least a bachelor's degree and have a median family income of \$70,000. Residents from Laguna Beach and Newport Beach tend to be older, have higher median family incomes, achieved high levels of education, and are less likely to be ethnically diverse than other residents in the College's service area.

Table 1: Service Area Population by Ethnicity/Race

City	White	Asian	Hispanic	African-American	Mixed Ethnicity
Irvine	44.4%	38.7%	9.9%	1.9%	4.5%
Newport Beach	81.2%	7.4%	8.8%	0.4%	2.3%
Lake Forest	55.5%	4.9%	24.6%	1.8%	2.9%
Tustin	32.4%	0.2%	41.4%	2.4%	2.3%
Laguna Beach	85.3%	4.8%	6.9%	0.7%	2.6%

Source: 2015 American Community Survey.

Table 2: Service Area Population by Various Demographics

	Median Age	% Female	Median Family Income (1000s)	% BA+
Irvine	34.0	50.8%	\$110	65.6%
Newport Beach	44.7	49.9%	\$154	64.5%
Lake Forest	38.2	50.6%	\$109	44.1%
Tustin	34.2	51.0%	\$77	38.8%
Laguna Beach	50.1	50.1%	\$139	64.3%

Source: 2015 American Community Survey.

Top Occupations

Table 3 outlines the top ten occupations in Orange County that require some college, a postsecondary non-degree award, or an associate degree. Over the next five years, there is an expected 5% increase in the top ten occupations. Although expected to experience a 2% decline over the five-year period, booking, accounting, and auditing clerks is expected to remain as the top occupation by 2021. Of the top ten occupations in Orange County, nursing assistants is projected to have the greatest five-year change of 17%, placing it as the third top occupation.

Table 3. Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree by Number of Jobs

Occupation	2016 Jobs	2021 Jobs	2016 – 21 Change	2016 – 21 % Change
Bookkeeping, Accounting, and Auditing Clerks	20,259	19,804	(455)	(2%)
Teacher Assistants	12,678	13,001	323	3%
Nursing Assistants	8,553	9,759	1,406	17%
Heavy and Tractor-Trailer Truck Drivers	8,327	8,143	16	0%
Hairdressers, Hairstylists, and Cosmetologists	7,654	8,319	645	8%
Medical Assistants	7,642	8,547	905	12%
Licensed Practical and Licensed Vocational Nurses	7,441	8,228	787	11%
Computer User Support Specialists	7,367	7,739	372	5%
Automotive Service Technicians and Mechanics	6,371	6,486	115	2%
Dental Assistants	5,880	6,512	632	11%
<i>Total</i>	<i>91,793</i>	<i>96,535</i>	<i>4,742</i>	<i>5%</i>

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA

Table 4 below outlines the top ten occupations with the greatest projected growth (2016-21 % Change) over the next five years. Occupational therapy assistants is expected to grow by 28%, followed by physical therapist assistants (25%), and nursing assistants (17%).

Table 4. Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree by Job Growth Rate (2016 jobs >=100)

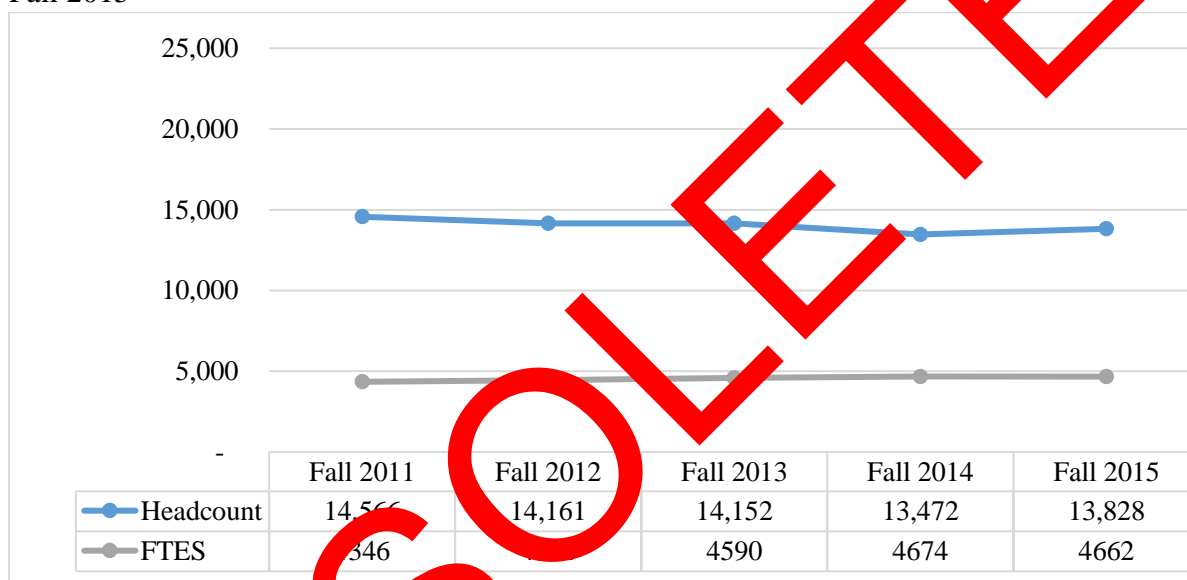
Occupation	2016 Jobs	2021 Jobs	2016 - 21 Change	2016 - 21 % Change
Occupational Therapy Assistants	307	394	87	28%
Physical Therapist Assistants	686	858	172	25%
Nursing Assistants	8,353	9,759	1,406	17%
Massage Therapists	3,565	4,108	543	15%
Morticians, Undertakers, and Funeral Directors	106	121	15	14%
Dental Hygienists	2,551	2,676	325	14%
Diagnostic Medical Sonographers	391	445	54	14%
Environmental Science and Protection Technicians, Including Health	394	444	50	13%
Healthcare Practitioners and Technical Workers, All Other	262	295	33	13%
Dietetic Technicians	159	179	20	13%
<i>Total</i>	16,576	19,279	2,703	16%

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW), Q3 2016 Data Set for Orange County, CA

Enrollment Patterns

Headcount (unduplicated enrollment) has decreased by 5% from Fall 2011 to Fall 2015. At the same time, however, there has been an increase of 7% in full-time equivalent students (FTES) due to an increase in the proportion of full-time students and the average unit load per student.

Figure 3: Unduplicated Student Headcount and Full-Time Equivalent Students, Fall 2011-Fall 2015

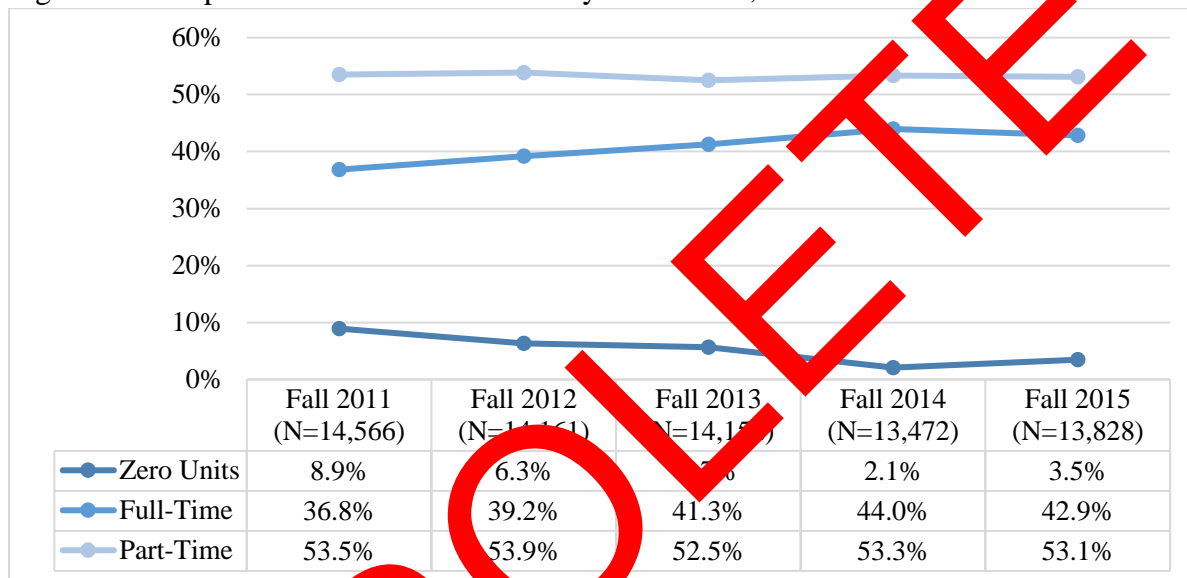


Source: SOCCCD inFOCUS Data Warehouse

Full-Time/Part-Time Status

The unit status distribution of IVC students has changed substantially since Fall 2011. The percent of full-time students increased by 6 percentage points, from 37% to 43%. The percent of part-time students has remained steady over the years, whereas students enrolled in all non-credit courses has decreased from 9% to 4%.

Figure 4: Unduplicated Student Headcount by Unit Status, Fall 2011-Fall 2015

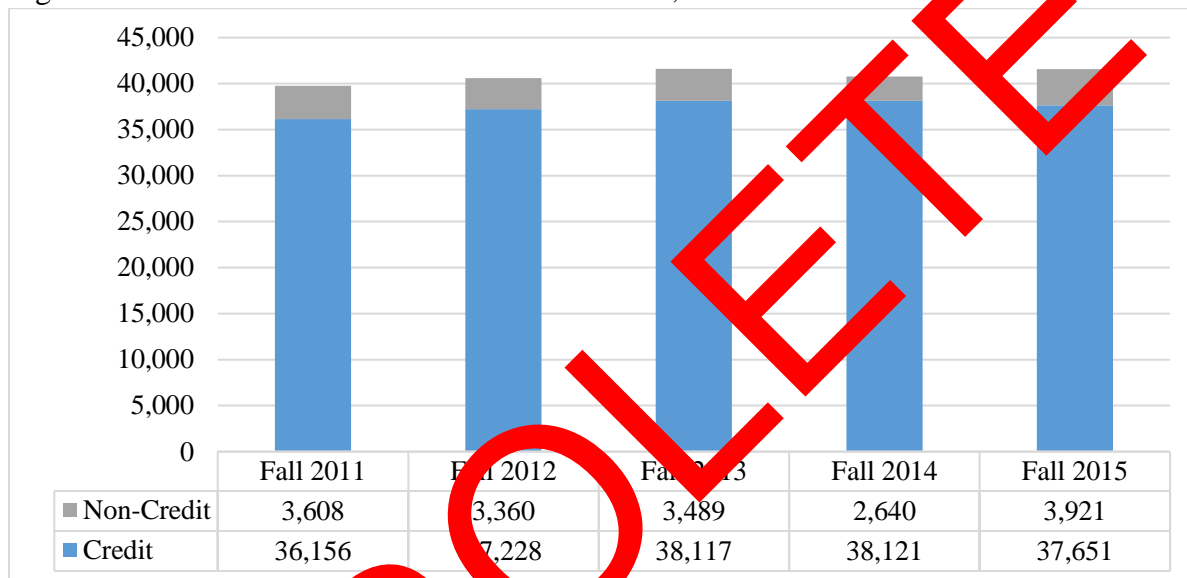


Source: SOCCCD inFORM Data Warehouse

Credit and Non-Credit Course Enrollment

As depicted in Figure 5, total enrollments have remained steady over the last six years, with an average of 40,858. The difference in course enrollments by credit and non-credit status also remains level, with most enrollments in credit sections (average 92%). Credit courses include degree-applicable and not degree-applicable courses.

Figure 5. Credit and Non-Credit Course Enrollment, Fall 2011 to Fall 2015

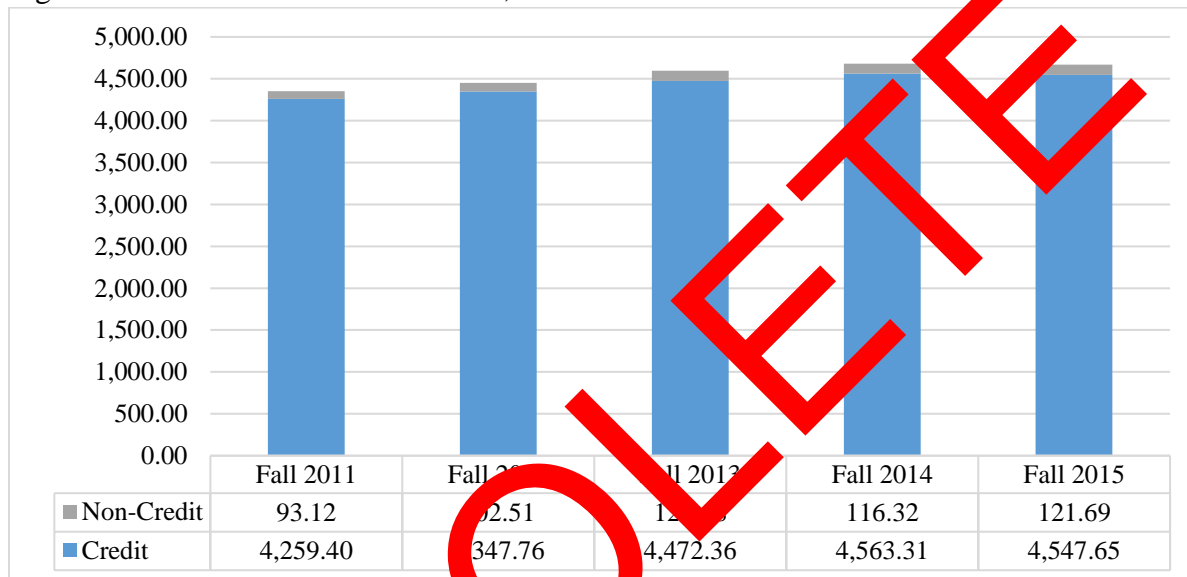


Source: SOCCCD inFORM Data Warehouse

Credit and Non-Credit FTES

Since Fall 2011, FTES overall has gradually increased over the years, reaching a six-year high of 4,669.34. FTES for both credit and non-credit sections have increased over the years, leaving the ratio of credit and non-credit FTES level throughout the last six years.

Figure 6. Credit and Non-Credit FTES, Fall 2010 to Fall 2015

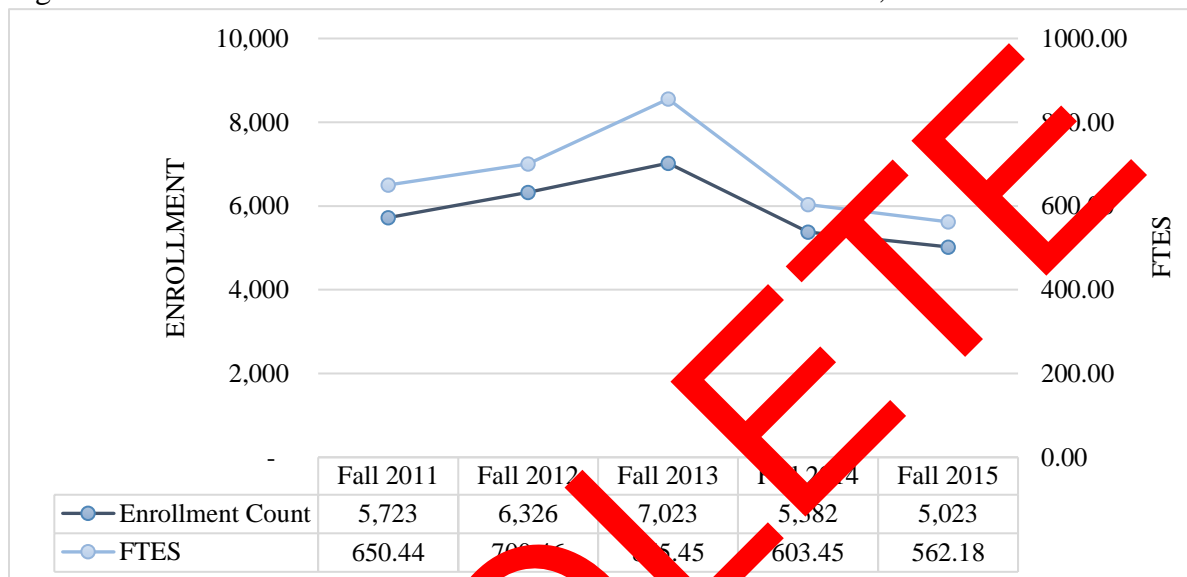


Source: SOCCCD inFORM Data Warehouse

Career Technical Education (CTE) Enrollments and FTES

CTE enrollment decreased 12% from 5,723 in Fall 2011 to 5,023 in Fall 2015. The number of full-time equivalent students (FTES) decreased 14% over the five-year period.

Figure 7: Career Technical Education Enrollment Counts and FTES, Fall 2011-Fall 2015

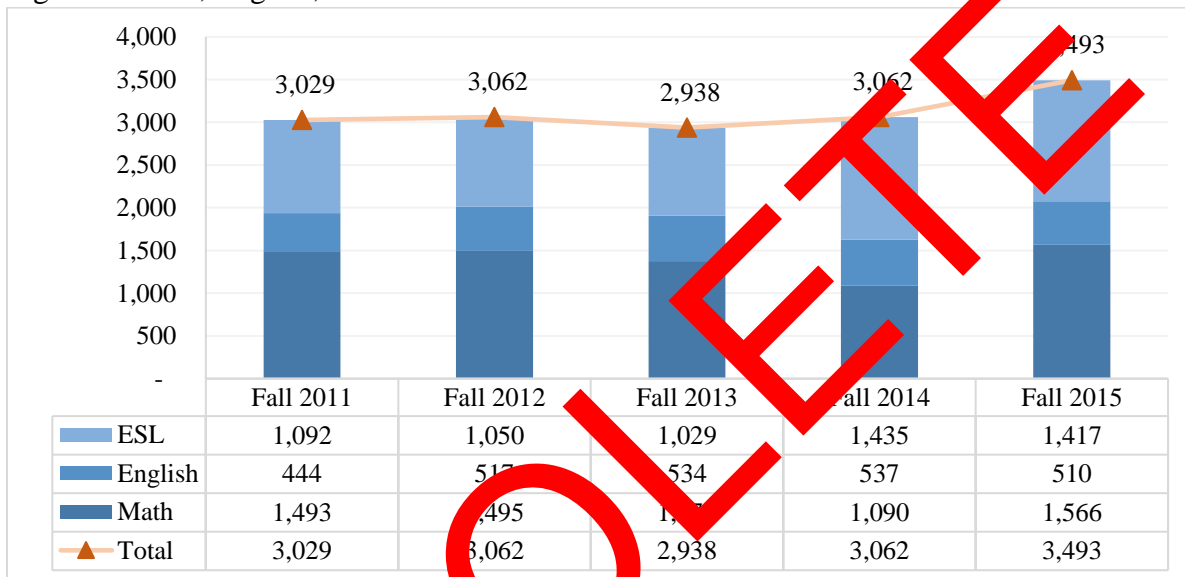


Source: SOCCCD inFORM Data Warehouse

Basic Skills Enrollments and FTES

From Fall 2011 to Fall 2015, basic skills enrollments increased by 5% in math, 15% in English, and 30% in English as a Second Language (ESL). Overall basic skills enrollment increased by 15% from 3,029 in Fall 2011 to 3,493 in Fall 2015.

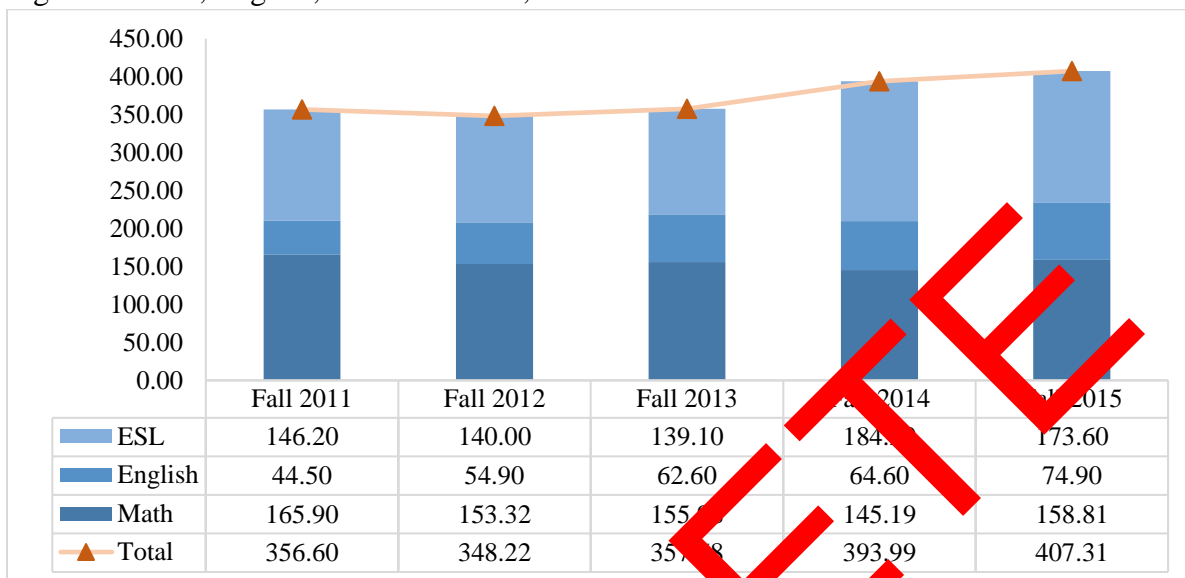
Figure 8: Math, English, and ESL Basic Skills Enrollment Counts Fall 2011 to Fall 2015



Source: SOCCCD inFORM Data Warehouse

Compared to Fall 2011, Math basic skills FTES decreased 4% from 165.90 to 158.81 in Fall 2015. During this same five-year time period, English basic skills FTES increased 68% while ESL FTES increased by 19%. Overall basic skills FTES increased 14% from 356.60 in Fall 2011 to 407.27 in Fall 2015. Basic skills FTES accounted for 9% of all FTES in Fall 2015.

Figure 9: Math, English, and ESL FTES, Fall 2009-Fall 2015



Source: SOCCCD inFORM Data Warehouse

Student Demographic Data

Age

The age distribution of IVC students has changed since Fall 2011, with an increased representation among students between 18 to 24 years old, who comprise nearly three-fourths of the student population. In contrast, the population of students ages 30 and older has decreased by eight percentage points from Fall 2011 (29%) to Fall 2015 (21%). The oldest age group (over 59) experienced the greatest change over the five-year period, decreasing by 57%.

Table 1: Student Age Distribution, Fall 2009-Fall 2015

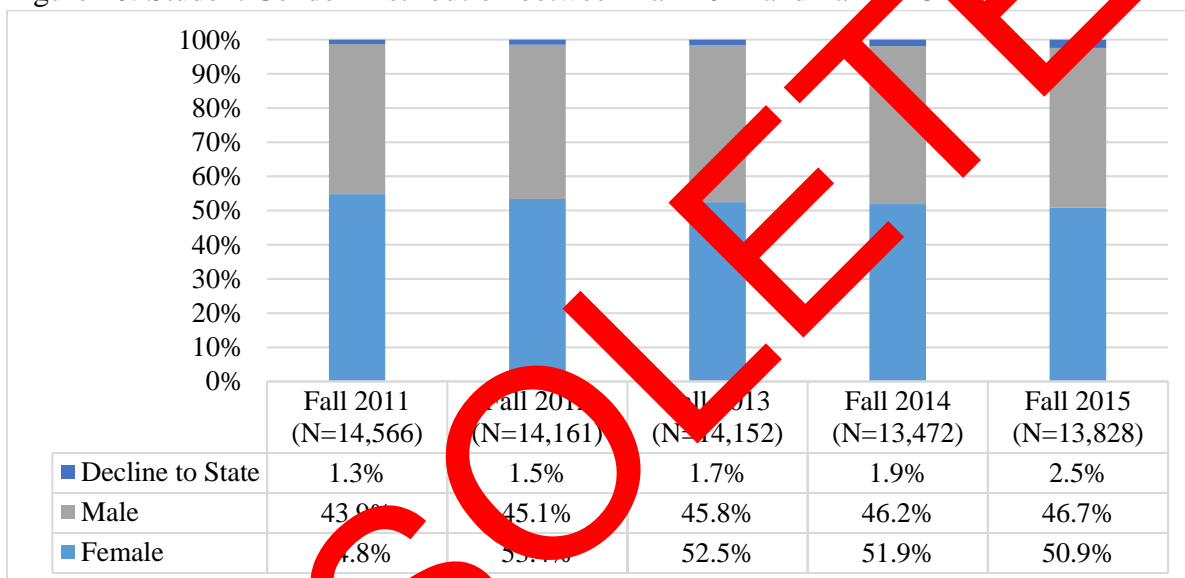
	Fall 2011 (N=14,566)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
Below 18	5.9%	6.6%	5.8%	5.5%	6.1%
18-21	41.5%	44.3%	46.1%	49.0%	48.3%
22-29	23.7%	23.6%	24.1%	24.7%	24.7%
30-39	9.6%	9.4%	9.1%	9.4%	8.9%
40-49	6.2%	5.8%	5.6%	5.6%	5.4%
50-59	4.2%	3.8%	3.6%	3.2%	2.8%
Over 59	9.0%	6.5%	5.8%	2.6%	3.8%

Source: SOCCCD inFORM Data Warehouse

Gender

In Fall 2015, 51% of IVC students identified as female, 47% identified as male, and 3% declined to state their gender. Between Fall 2009 and Fall 2015, the percentage of students identifying as female decline by 7%, while the percentage of students identifying as male increased by 6%. During this time, the College has seen an increase in students declining to state their gender, from 1% in Fall 2011 to 3% in Fall 2015.

Figure 10: Student Gender Distribution between Fall 2011 and Fall 2015



Source: SOCCCD inFOCUS Data Warehouse

Ethnicity

Irvine Valley College serves an ethnically diverse student population, as outlined in Table 6. In Fall 2015, 37% of students identified as Non-Hispanic White, 28% identified as Asian, 17% as Mixed Ethnicity, 13% as Hispanic/Latino, and 2% as African-American. Pacific Islanders, Native American/Alaskan Native, Middle Eastern, and other Non-White Students combined accounted for under one percent of the IVC student body. In addition, 2% of students declined to state their ethnicity.

Between Fall 2011 and Fall 2015, there have been large shifts in the ethnic composition of IVC. The percentage of White students has declined from by four percentage points, while Mixed Ethnicity and Hispanic/Latino experienced an increase of seven percentage points. Less students decline to state their ethnicity at only 2% compared to 6% in Fall 2011. This suggests that IVC is more accurately assessing the complete ethnicities of an increasing proportion of students.

Given that mixed ethnicity students are now a substantial proportion of the IVC student body, additional analyses revealed that 39% of mixed ethnicity students were white and Hispanic, 20% were white and Asian, 10% were Hispanic from multiple countries, and 7% were Asian from multiple countries. Other ethnicity combinations were less than 4% of the total mixed ethnicity student population.

Table 6: Student Ethnicity Distribution between Fall 2011 and Fall 2015

	Fall 2011 (N=14,133)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
White	44.8%	40.1%	38.2%	36.5%	36.9%
Asian	26.8%	26.8%	27.7%	27.9%	28.1%
Mixed Ethnicity	12.7%	14.7%	15.5%	16.7%	16.8%
Hispanic / Latino	10.0%	11.3%	12.3%	13.2%	13.4%
African Am.	2.3%	2.2%	2.4%	2.2%	2.1%
Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.2%
Native Am.	0.2%	0.2%	0.2%	0.1%	0.1%
Middle Eastern	0.2%	0.1%	0.0%	0.0%	0.0%
Other	0.1%	0.0%	0.0%	0.0%	0.0%
Decline to state	6.3%	4.3%	3.5%	3.1%	2.3%

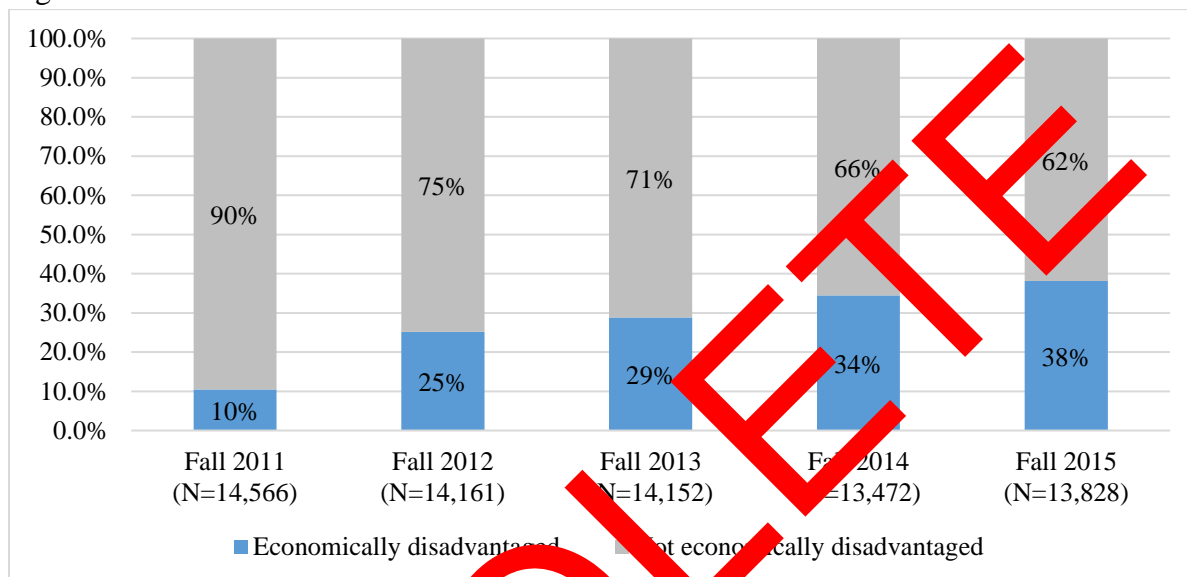
Source: SOCCCD inFORM Data Warehouse

Socioeconomic Status

Figure 11 below depicts the distribution of IVC students by their socioeconomic status. Economically disadvantaged includes students who received a Board of Governor's (BOG) fee waiver or are participants of the CalWORKs or EOPS program. The significant increase

in economically disadvantaged students is largely attributed to the increase in students receiving the BOG fee waiver. Over the five-year period, BOG fee recipients increased by 367%. This increase is a result of the College's increased efforts to inform and encourage students to take advantage of financial aid opportunities.

Figure 11. Low-Income Status Distribution

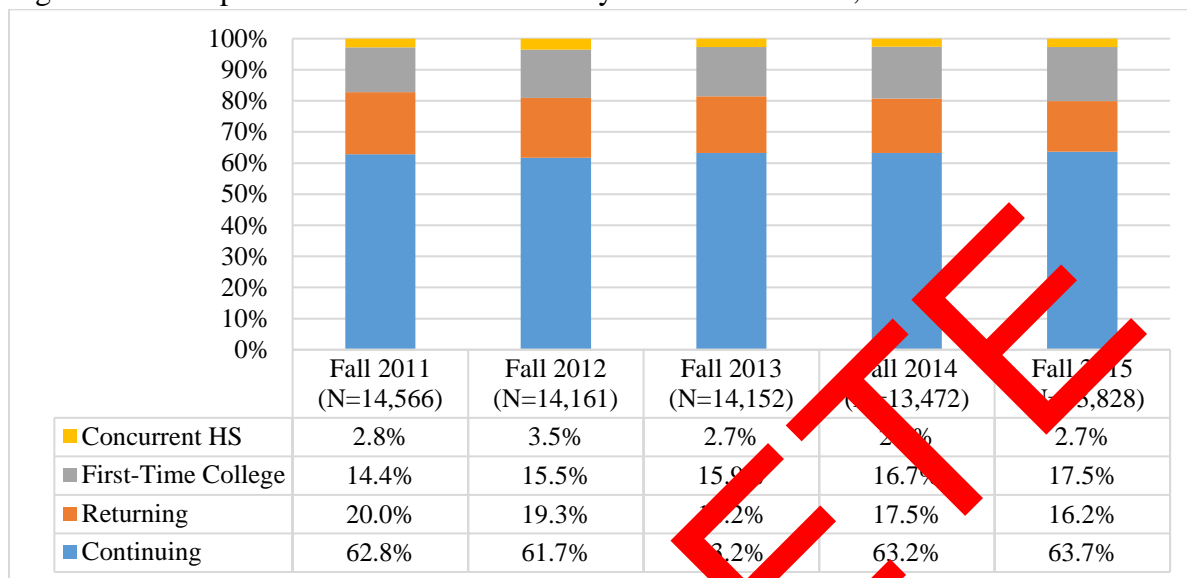


Source: SOCCCD inFORM Data Warehouse

Enrollment Status

In Fall 2015, the majority of students were enrolled during the previous term and were continuing their education at the College (64%), which is similar to the trend seen in Fall 2011. Over the five-year period, however, there was a decrease in returning students (Fall 2011 at 20%, Fall 2015 at 16%) and a proportionate increase in first-time college students (Fall 2011 at 14%, Fall 2015 at 18%). Concurrently enrolled high school students continue to remain the smallest group at approximately 3% throughout the five-year period.

Figure 12: Unduplicated Student Headcount by Enrollment Status, Fall 2009-Fall 2015

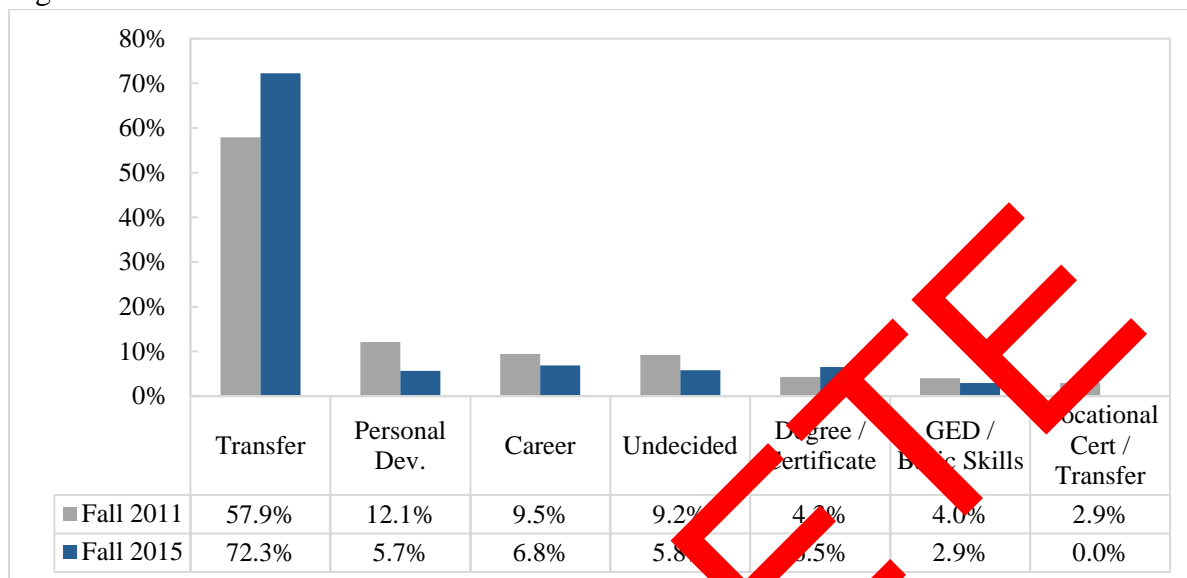


Source: SOCCCD inFORM Data Warehouse

Educational Goals

Between Fall 2011 and Fall 2015, there were significant changes in the educational goals of students. Students seeking to transfer or obtain a degree or certificate increased by 15 percentage points, while those attending IVC for personal development, to advance their career, or are undecided decreased by 15 points. This trend aligns with the increased representation among younger students under the age of 24.

Figure 13: Student Educational Goal Distribution Fall 2009 versus Fall 2015



Source: SOCCCD inFORM Data Warehouse

Table 7: Student Educational Goal Distribution, Fall 2009-Fall 2015

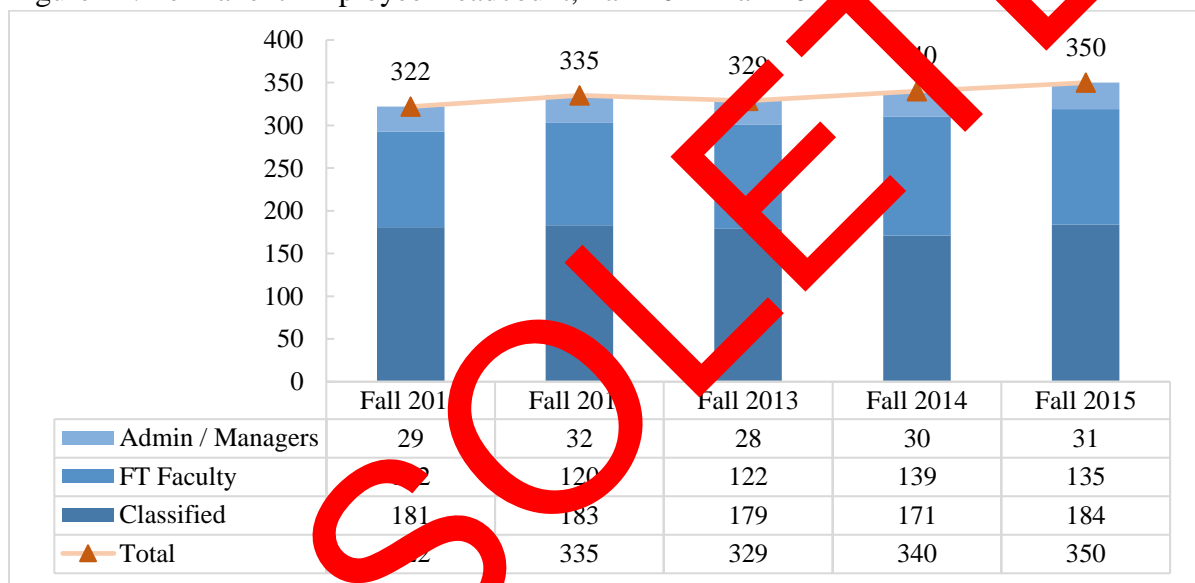
Educational Goal	Fall 2011 (N=14,566)	Fall 2012 (N=14,161)	Fall 2013 (N=14,152)	Fall 2014 (N=13,472)	Fall 2015 (N=13,828)
Transfer	57.9%	62.6%	66.9%	71.2%	72.3%
Personal Development	12.1%	9.0%	8.0%	4.8%	5.7%
Career	9.5%	8.5%	9.0%	8.5%	6.8%
Undecided	9.2%	8.3%	7.6%	6.3%	5.8%
Degree / Certificate	4.3%	4.7%	4.9%	6.2%	6.5%
GED/Basic Skills	4.0%	4.1%	3.6%	3.1%	2.9%
Vocational Certificate	2.9%	2.8%	n/a	n/a	n/a

Employee Characteristics

Permanent Employee Headcount

Between Fall 2011 and Fall 2015, IVC has increased its number of permanent employees 9% from 322 to 350, with all three employee groups increasing in headcount. The number of classified staff increased 2%, full-time faculty increased 21%, and administrators and managers increased 7%.

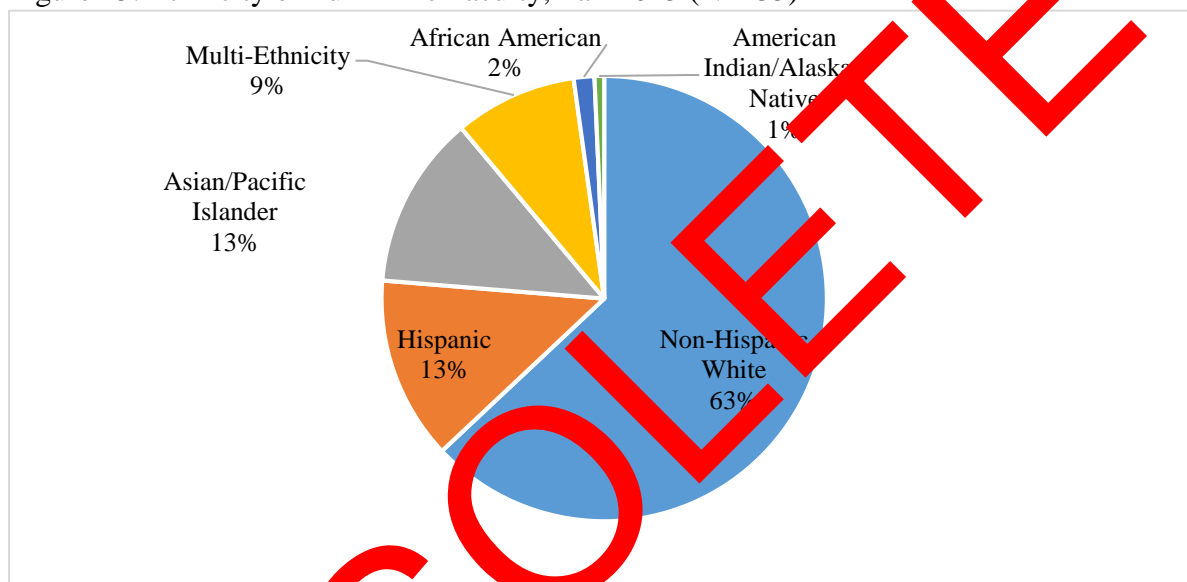
Figure 14: Permanent Employee Headcount, Fall 2011-Fall 2015



Full-time Faculty – Ethnicity

In Fall 2015, the majority of full-time faculty at IVC was non-Hispanic white (63%). The next most represented ethnicities were Hispanic (13%) and Asian/Pacific Islander (13%), followed by multi-ethnicity (9%). African-American and American Indian/Alaskan Native comprise approximately 2% of all full-time faculty.

Figure 15: Ethnicity of Full-Time Faculty, Fall 2015 (N=135)

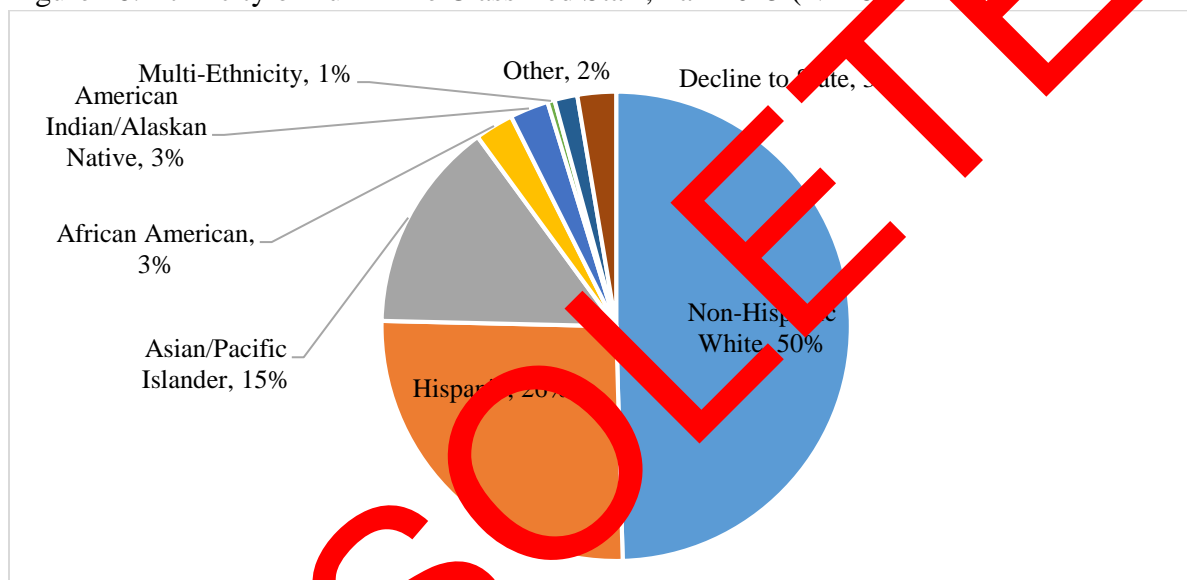


Source: SOCCCD Inform Data Warehouse

Classified Staff – Ethnicity

Figure 16 depicts the ethnic composition of classified staff at Irvine Valley College. In Fall 2015, half of IVC classified staff were non-Hispanic white. Similar to full-time faculty, the followed most represented ethnicities were Hispanic (26%) and Asian/Pacific Islander (15%). Three percent each identified as African-American, American Indian/Alaskan Native, or declined to state.

Figure 16: Ethnicity of Full-Time Classified Staff, Fall 2015 (N=184)

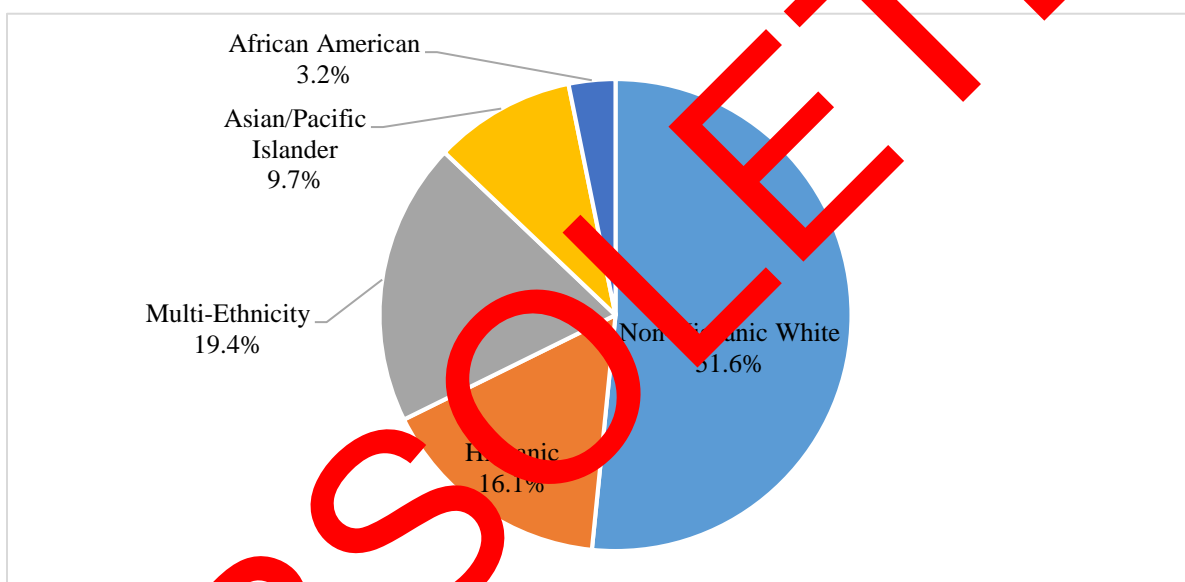


Source: SOCCCD inFORM Data Warehouse

Administrator and Manager – Ethnicity

Similar to full-time faculty and classified staff, the majority of administrators and managers at Irvine Valley College are non-Hispanic White (52%). Different from the other two employee groups, however, multi-ethnicity is the second largest ethnicity represented where one out of five administrators and managers identified as being more than one ethnicity. Hispanic (16%) and Asian/Pacific Islander (10%) were the third and fourth most represented groups. African American was least represented at 3%.

Figure 17: Ethnicity of Administrators and Managers, Fall 2015 (N=31)



Source: SOCCED inFOPM Data Warehouse

Off-campus Sites and Distance Education

Off-campus Sites

Advanced Technology and Education Park (ATEP)

Off-Campus Sites: The Advanced Technology and Education Park (ATEP) in Tustin is an off-campus site of the South Orange County Community College District, offering courses through Irvine Valley College in subjects such as optics, photonics, design model making and rapid prototyping, languages, information security, entrepreneurship and business. These offerings are in addition to math, sciences, and general education and transfer courses.

The College began offering classes at ATEP in Fall 2007. At the present time, 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 Work Group and the IVC Office of Instruction.

Early College Program

In 2007, the College began a pilot early college program at Beckman High School within the Irvine Valley College service area. In 2009, the Early College Program expanded to include El Toro High School in Lake Forest. The purpose of the Early College Program is provide high school students the opportunity to complete the first two years of college during their four years of high school study. High school students are enrolled in a systematically planned academic program taught by IVC instructors, which allows a cohort of high school students to earn an associate degree that coincides with the timing of their high school graduation.

Distance Education

Online Instruction

Irvine Valley College offers five Certificates of Achievement (COAs) and 35 Certificates of Proficiency (COPs) that can be earned entirely online. Coursework for other associate degrees and general education certifications, such as CSU/IGETC requirements, can be completed substantially through online courses offered by the College.

Table 8 outlines the number of sections offered at IVC over the last five years, disaggregated by instruction method type. In Fall 2015, online course offerings accounted for 12% of all sections offered at IVC, yielding a 45% increase in online sections offered compared to Fall 2011.

Table 8. Count of Sections Offered by Instruction Method

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom	1,097	1,179	1,213	1,253	1,271
Online	120	122	121	144	154
Other	15	12	12	13	19
Total	1,232	1,313	1,346	1,410	1,464

Source: SOCCCD inFORM Data Warehouse

Note: Classroom includes lecture, lab, lecture/lab combination, learning lab. Internet includes distance education offered 100% via internet and hybrid sections. Other includes directed study, discussion/seminar, field trip, other independent study, and work experience.

Between Fall 2011 and Fall 2015, online enrollments increased by 26%, from 4,722 to 5,948. In Fall 2015, online enrollments accounted for 14% of total course enrollments, with is a two percentage point increase compared to Fall 2011.

Table 9. Enrollment Counts by Instruction Method

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom	35,639	35,634	36,978	35,710	35,533
Online	4,722	4,855	4,536	4,969	5,948
Other	173	99	92	82	91
Total	36,534	40,588	41,606	40,761	41,572

Student Achievement Data

Course Completion Rates

Overall course completion rates have dropped slightly over the last three years (see Table 10). Course completion rates for African Americans have increased 4 percentage points. Course completion rates for Latinos have dropped 4 percentage points. Course completion rates for other ethnic groups have remained relatively stable. Over the last three years, course completion rates for African Americans, American Indian/Alaskan Native, Latinos, and Pacific Islanders have been substantially lower than the overall course completion rate at IVC. Course completion rates for males have been 3-4 percentage points lower than for females over the last three years. Course completion rates for current or former foster youth have been much lower than the overall course completion rate over the last three years. Course completion rates for Veterans have also been somewhat lower than the overall course completion rate. Lastly, course completion rates for online courses have been about 10 percentage points lower than for in person courses over the last three years.

Table 10. Course Completion by Student Subgroups

	Fall 2013		Fall 2014		Fall 2015	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Ethnicity						
Black or African American	95	60.6%	850	63.6%	872	64.7%
American Indian / Alaska Native	35	57.1%	23	69.6%	21	57.1%
Asian	11,418	76.6%	11,710	76.0%	11,764	75.5%
Hispanic or Latino	9,619	66.0%	9,772	63.1%	9,761	62.0%
More than one race	1,887	70.4%	2,004	71.4%	1,998	70.8%
Native Hawaiian / Pacific Islander	94	57.4%	92	51.1%	77	68.8%
Some other race	764	70.0%	784	67.5%	514	69.5%
White	13,241	73.5%	12,760	74.0%	12,616	73.5%
Gender						
Female	18,169	74.2%	18,246	73.1%	17,726	72.6%
Male	19,412	69.8%	19,164	69.6%	19,141	69.0%
Decline to State	457	69.6%	585	68.9%	756	69.0%
Special Populations						
Current / former foster youth	39	33.3%	27	51.9%	33	33.3%

	Fall 2013		Fall 2014		Fall 2015	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Individuals with disabilities	1,934	67.9%	1,895	68.0%	1,963	68.4%
Low-income students	1,790	73.9%	2,075	69.9%	2,648	70.3%
Veterans	649	64.6%	595	66.2%	500	61.6%
Delivery Method						
In person	33,501	73.0%	33,022	72.7%	31,699	72.1%
Internet	4,537	64.0%	4,973	61.8%	5,027	63.3%
Overall	38,038	71.9%	37,995	70.5%	37,626	70.7%

*Students who received services from CalWORKs, CARE or EOPS are considered as low-income.

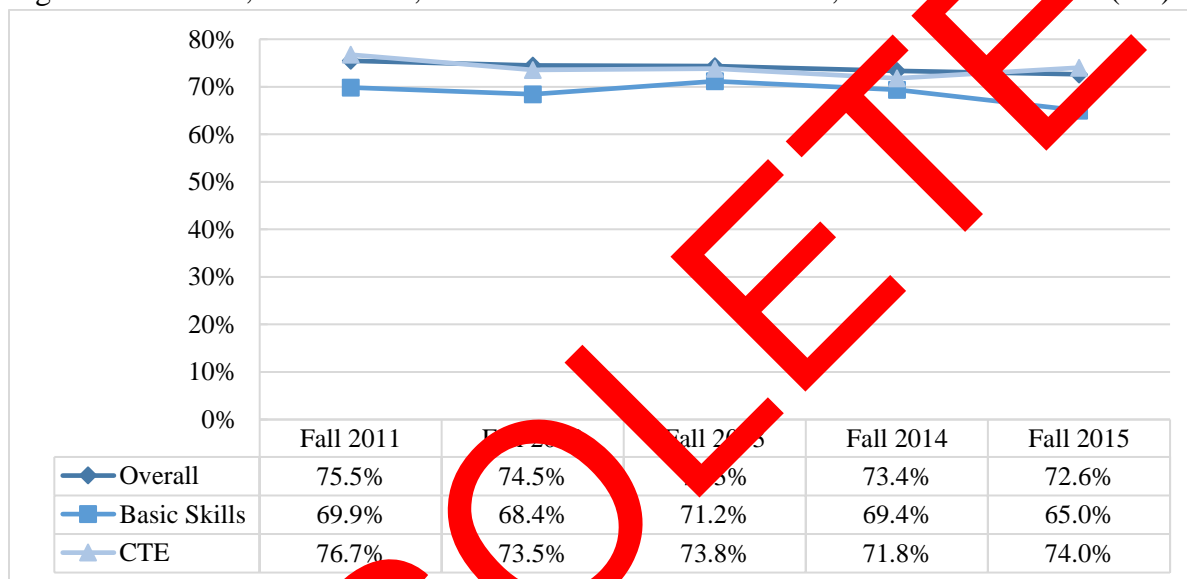
**Veterans do not include currently active duty students.



Overall, Basic Skills and CTE Course Success Rates

The overall course success rate (the percentage of students earning a “C” or better, excluding withdrawals) at Irvine Valley College declined slightly from 77% in Fall 2011 to 74% in Fall 2015. The course success rate for students in basic skills courses declined by five percentage points and in CTE courses by three percentage points.

Figure 19: Overall, Basic Skills, and CTE Course Success Rates, Fall 2011-Fall 2015 (N=)

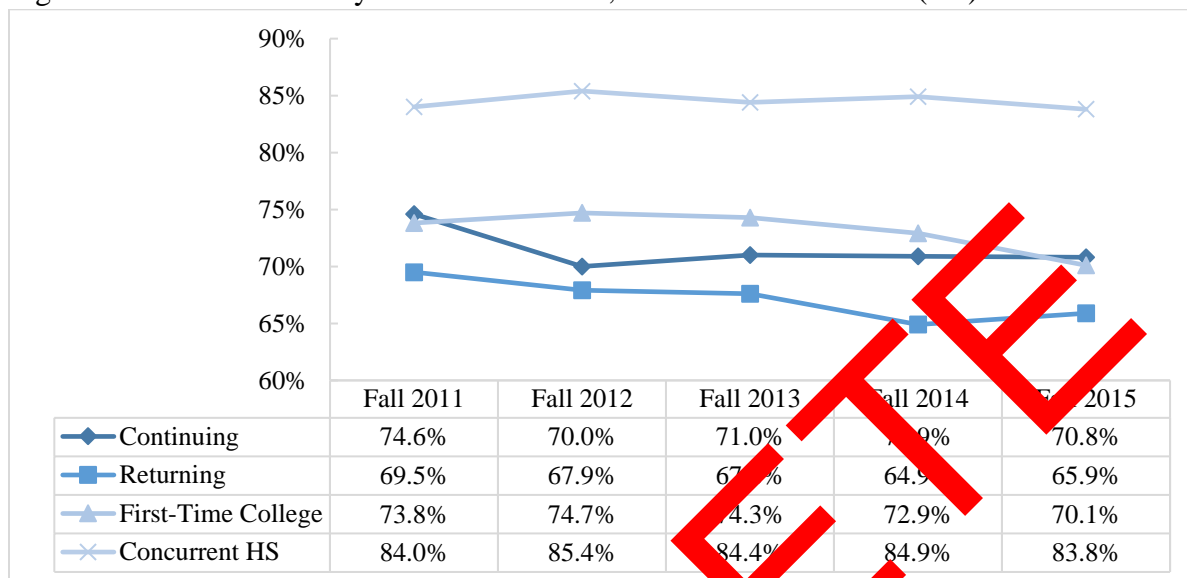


Source: SOCCCD inFORM Data Warehouse

Course Success Rates by Enrollment Status

The course success rate for continuing students declined from 84% to 71% between Fall 2009 and Fall 2015. The rate for returning students declined from 70% to 66% between Fall 2009 and Fall 2015. The rate for first time college students declined from 72% to 70% between Fall 2009 and Fall 2015. The rate for concurrent high school students remained steady at 84% between Fall 2009 and Fall 2015.

Figure 20: Success Rates by Enrollment Status, Fall 2011 to Fall 2015 (N=)

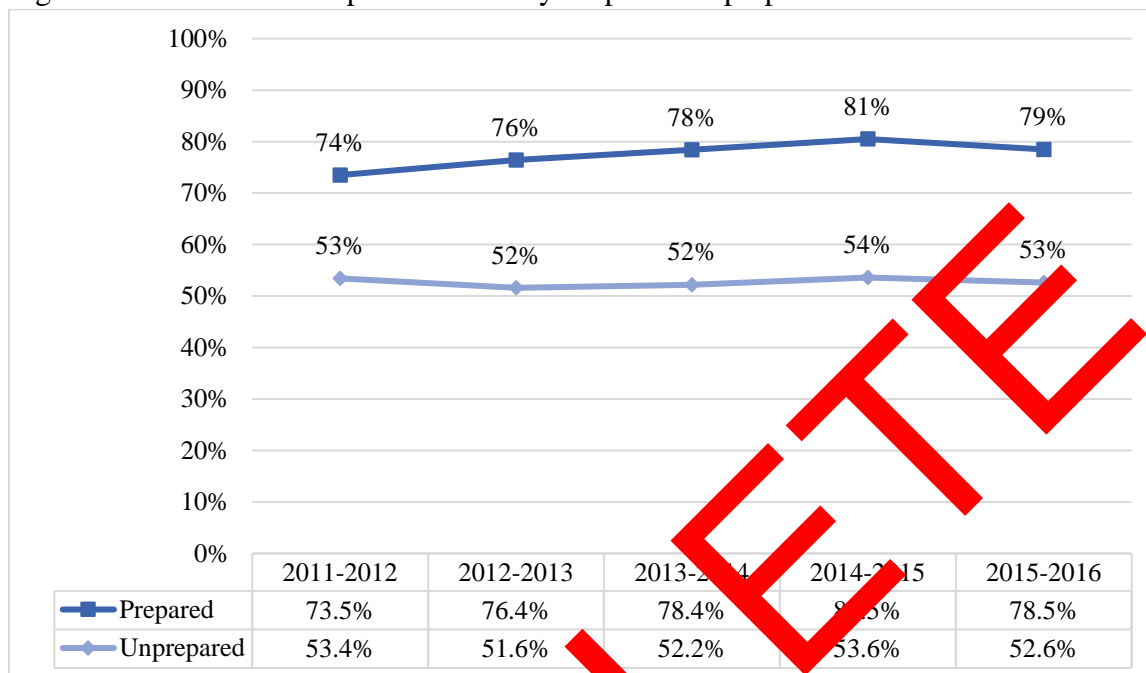


Source: SOCCCD inFORM Data Warehouse

Scorecard Completion Rate – Prepared versus unprepared

While students who begin their English and math coursework at transfer-level achieve an 80% completion rate at IVC, students who are assigned to one or more remedial classes have completion rates that are nearly 30 percentage points lower. The realization that students who begin in transfer-level coursework are more likely to transfer or to complete a degree or certificate than are students who are assigned to basic skills coursework has become a driving force in our strategic planning. The strategic objective of increasing completion and reducing the achievement gap has informed efforts at redesigning remedial sequences via models provided by the California Acceleration Project, guided pathways, and the Basic Skills Outcomes Transformation grant.

Figure 21. Scorecard Completion Rates by Prepared/Unprepared Status



Source: California Community Colleges Chancellor's Office, Student Success Scorecard

Persistence Rate

Outlined in Table 11 are percentages of first-time students who attempted any level of Math or English in the first three terms of their college career at IVC and persisted by enrolling in the first three consecutive terms anywhere in the California Community College system. Persistence rates for all ethnicity groups increased over the five-year period, yielding an overall rate of 75% in 2009-10.

Table 11. Persistence by ethnicity

	2005-06 (N=1,091)	2006-07 (N=1,192)	2007-08 (N=1,417)	2008-09 (N=1,632)	2009-10 (N=1,798)
African American	51.9%	61.5%	90.9%	76.0%	69.7%
American Indian/Alaska Native	66.7%	75.0%	50.0%	76.9%	--
Asian	63.6%	60.5%	66.9%	71.1%	76.3%
Filipino	62.9%	70.0%	69.7%	76.0%	86.3%
Hispanic	73.5%	67.8%	74.5%	71.3%	79.5%
Pacific Islander	60.0%	100.0%	50.0%	100.0%	--
White	73.6%	69.9%	71.8%	71.5%	75.5%

	2005-06 (N=1,091)	2006-07 (N=1,192)	2007-08 (N=1,417)	2008-09 (N=1,632)	2009-10 (N=1,798)
Overall	69.6%	67.9%	71.5%	71.6%	74.9%

Source: California Community Colleges Chancellor's Office, Student Success Scorecard

Note: Percentages with cohorts with fewer than ten students are suppressed.

Overall Units Attempted and Units Earned

IVC students attempted an average of 8.86 units in Fall 2015, a 21% increase from an average of 7.33 units in Fall 2011. Similarly, the average number of units earned increased by 22% from 6.37 units in Fall 2011 to 8.24 units in Fall 2015.

Figure 21: Overall Units Attempted and Units Earned Fall 2011-Fall 2015

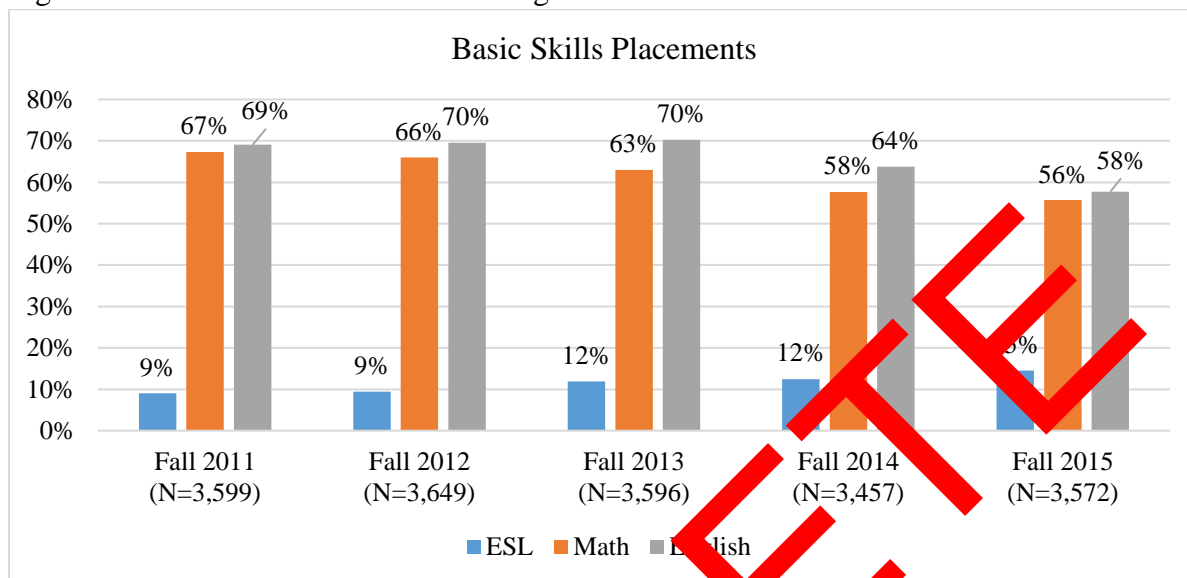


Source: SOCCCD Inform Data Warehouse

College Preparedness

Figure 22 outlines the percentage of students who place into basic skills English, math, and English as a Second Language (ESL). Data provided are for new students who are first-time freshmen or new to South Orange County Community College District. Over the five-year period, placements into basic skills have decreased in math and English by 11 percentage points each. ESL basic skills placements, however, have increased by six percentage points, from 9% in Fall 2011 to 15% in Fall 2015.

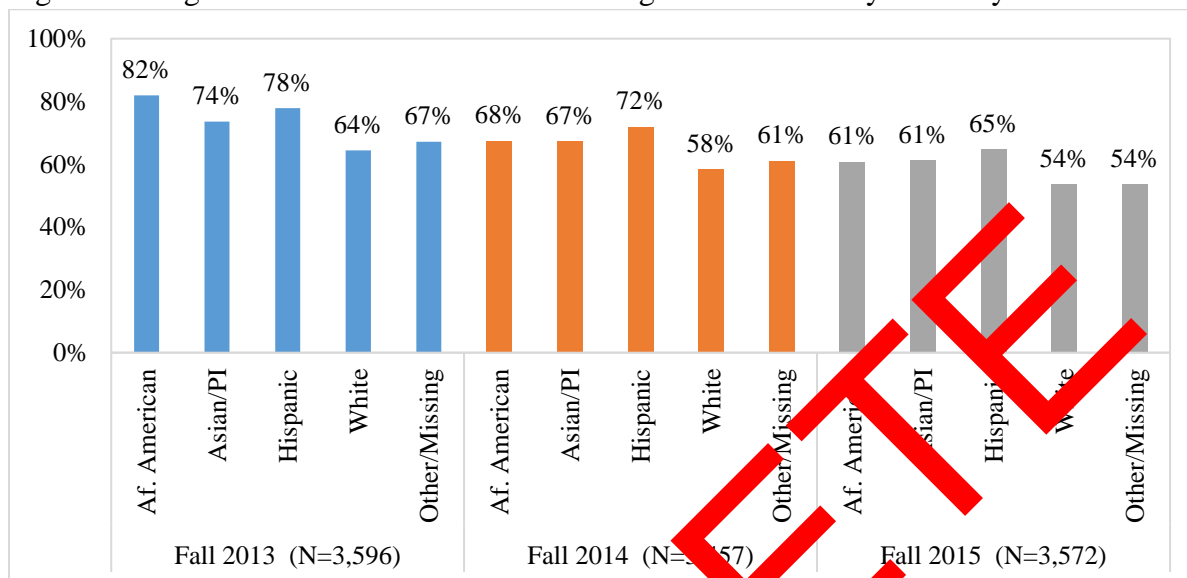
Figure 22. Basic Skills Placements among New Students



Source: SOCCCD inFORM Data Warehouse

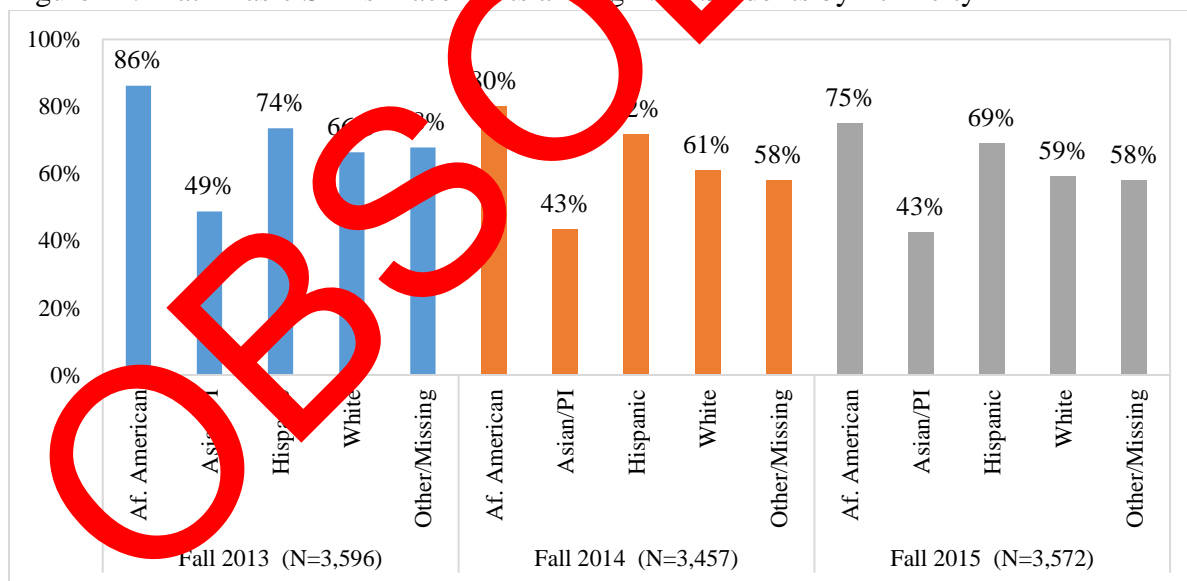
The following three figures outline placements into English (Figure 23), math (Figure 24), and ESL (Figure 25) by ethnicity, for incoming new students. All ethnicity groups experienced a decline in basic skills placements between Fall 2013 and Fall 2015. Students who identified as African American were placing into remedial English at the highest rate (82%) in Fall 2011. In Fall 2015, however, Hispanic students had the highest percentage at 65%. For Math, African American students continued to have the highest basic skills placement (86% in Fall 2011, 75% in fall 2015). For ESL, however, Asian and Pacific Islander students consistently had the high placement into remedial courses. During the three-year period, ESL basic skills placements increased for this ethnicity subgroup by three percentage points and for white students by four percentage points. This increase in ESL basic skills placements may be attributed to the increased percentage of students taking ESL courses for conversational, life-long learning purposes without the intention of progressing into mainstream English.

Figure 23. English Basic Skills Placements among New Students by Ethnicity



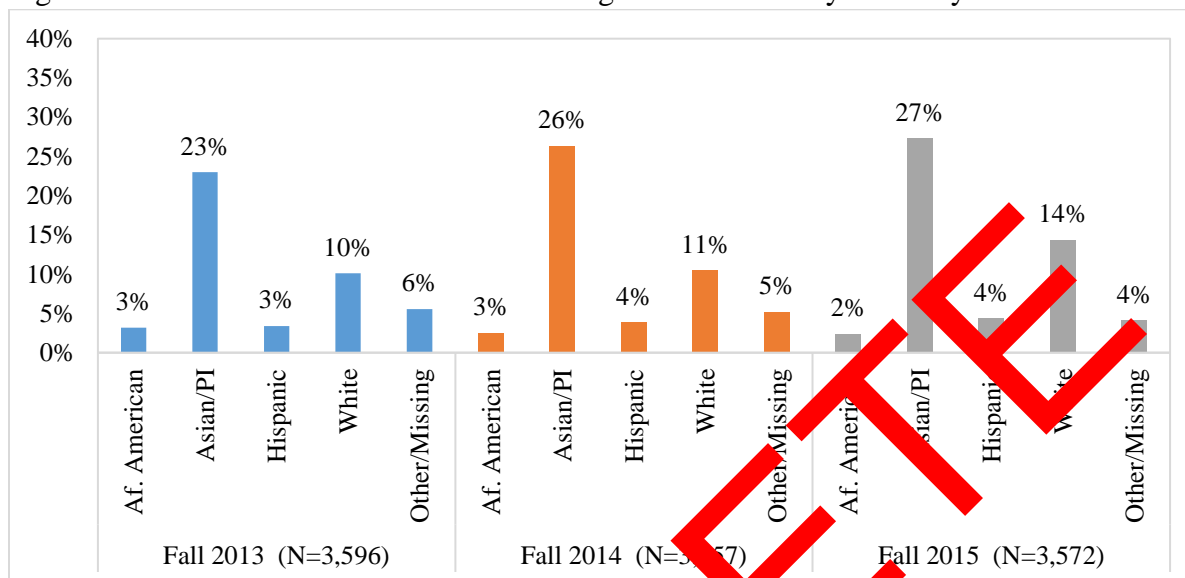
Source: SOCCCD inFORM Data Warehouse

Figure 24. Math Basic Skills Placements among New Students by Ethnicity



Source: SOCCCD inFORM Data Warehouse

Figure 25. ESL Basic Skills Placements among New Students by Ethnicity

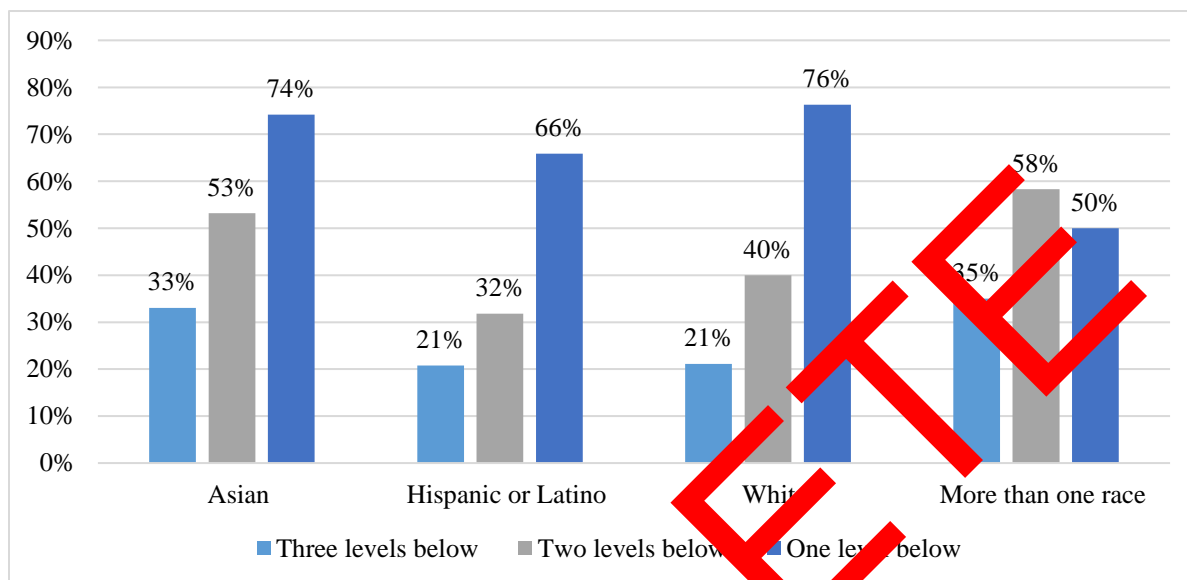


Source: SOCCCD inFORM Data Warehouse

Progression to the Next Level

In Figure 26 and Table 12, the percentage of students who were placed into basic skills English and successfully completed transfer-level English is displayed. Data is disaggregated by ethnicity. At three levels below, there are no substantial differences in throughput rate among the ethnicity groups. At two levels below, the throughput rate for African Americans and Latinos was substantially lower than the average throughput rate for all students. For students who placed in one level below, completion of transfer-level English is substantially higher with a difference of over 50 percentage points for white students when comparing to outcomes for three levels below.

Figure 26. Transfer-Level English Completion by Level of English Basic Skills Placement



Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Note: Ethnicities with small sample sizes (< 10) are not included in analysis.

Table 12. Transfer-Level English Completion by Level of English Basic Skills Placement

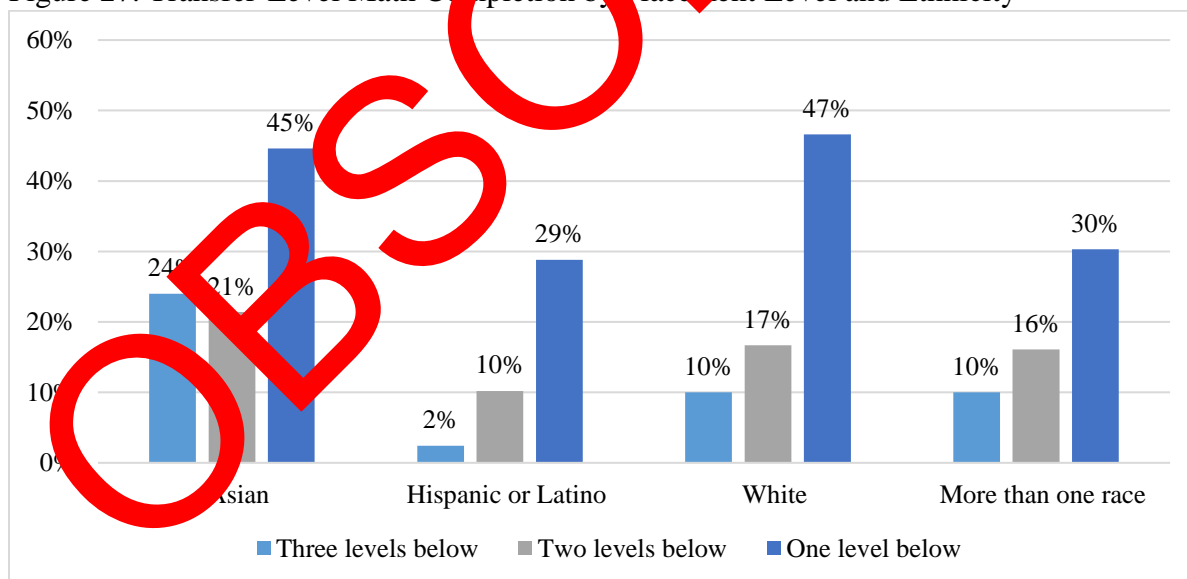
	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	7	28.6%	15	33.3%	6	83.3%
American Indian / Alaska Native	0	NA	0	NA	0	NA
Asian	94	33.0%	124	53.2%	66	74.2%
Hispanic or Latino	173	20.8%	170	31.8%	82	65.9%
More than one race	20	35.0%	24	58.3%	18	50.0%
Native Hawaiian / Pacific Islander	2	0.0%	3	66.7%	0	NA
Some other race	4	25.0%	8	12.5%	4	100.0%

	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
White	71	21.1%	130	40.0%	80	76.3%
Overall	370	24.9%	474	40.9%	251	71.1%

Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

In Figure 27 and Table 13, the percentage of students who were placed into basic skills math and successfully completed transfer-level math is displayed. At three levels below, the overall throughput rate was very low at 8%. Asian students (24%) had substantially higher throughput rates than other ethnicity groups. At two levels below, the overall throughput rate was higher at 14%, with Asian students (21%) again displaying higher throughput rates than other ethnicity groups. Latino students (10%) had somewhat lower throughput rates than other ethnicity groups. At one level below, similar trends are seen among the various ethnicity groups, but overall completion increases substantially to 39%.

Figure 27. Transfer-Level Math Completion by Placement Level and Ethnicity



Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

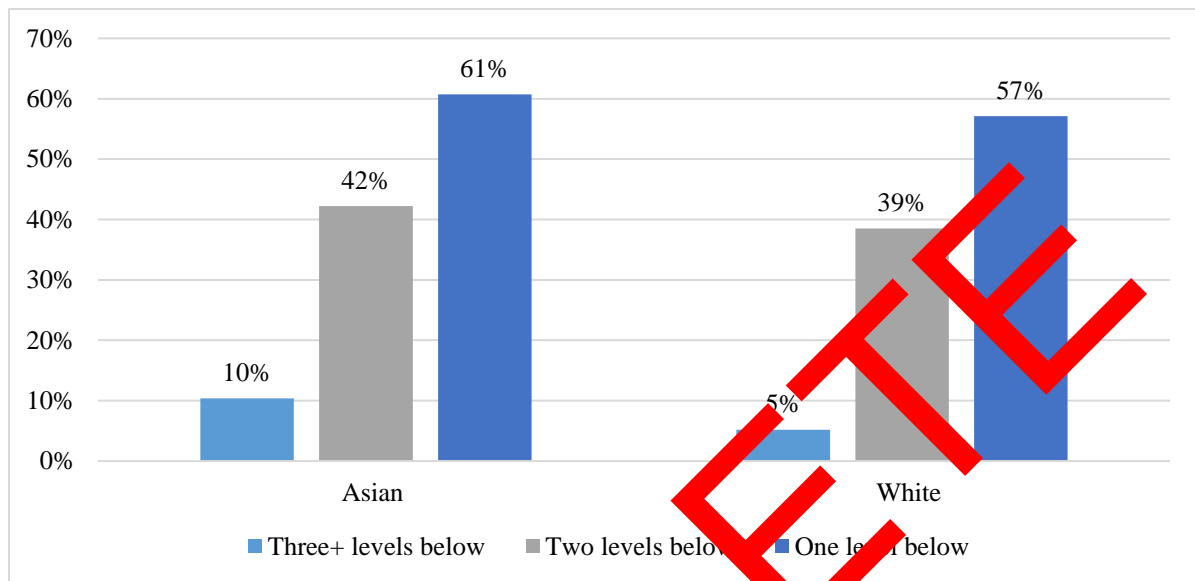
Table 13. Transfer-Level Math Completion by Placement Level and Ethnicity

	Three levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	9	0.0%	13	0.0%	8	37.5%
American Indian / Alaska Native	1	0.0%	3	33.3%	0	NA
Asian	25	24.0%	70	21.4%	10	40.0%
Hispanic or Latino	82	2.4%	197	3.2%	177	28.8%
More than one race	10	10.0%	31	16.1%	33	30.3%
Native Hawaiian / Pacific Islander	1	0.0%	1	0.0%	1	100.0%
Some other race	5	0.0%	6	16.7%	5	100.0%
White	80	8.0%	162	16.7%	176	46.6%
Overall	213	8.0%	483	14.3%	492	39.2%

Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

In Figure 28 and Table 14, the percentage of students who were placed into basic skills ESL and successfully completed transfer-level English is displayed. Similar data trends are depicted, with completion rates increasing with each increased level of placement. Compared to an overall 9% completion rate when placed three or more levels below, students complete transfer-level English at a rate of 62% when placed only one level below.

Figure 28. Transfer-Level English Completion by Level of ESL Basic Skills Placement



Note: Ethnicities with small sample sizes (less than 10 per level) were not included in Figure.

Table 14. Transfer-Level English Completion by Level of ESL Basic Skills Placement

	Three + levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	4	0.0%	0	N/A	2	100.0%
American Indian / Alaska Native	0	N/A	0	N/A	0	N/A
Asian	260	10.4%	45	42.2%	28	60.7%
Hispanic or Latino	33	12.1%	7	0.0%	4	75.0%
More than one race	10	10.0%	2	0.0%	1	100.0%
Native Hawaiian / Pacific Islander	0	N/A	0	N/A	0	N/A
Some other race	7	0.0%	0	N/A	1	0.0%
White	155	5.2%	13	38.5%	14	57.1%

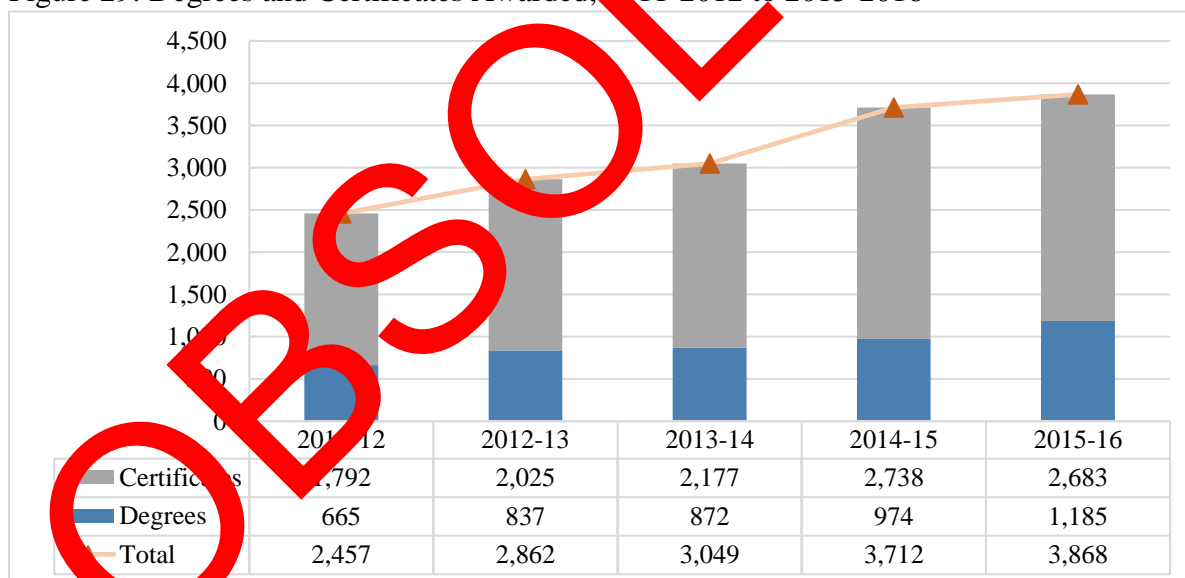
	Three + levels below		Two levels below		One level below	
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Overall	469	8.5%	67	35.8%	50	62.0%

Note: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Degrees and Certificates Awarded

In the 2015-16 academic year, Irvine Valley College awarded 1,185 Associate degrees, a 78% increase over the 665 degrees awarded in 2011-12. The number of certificates awarded during the five-year period additionally increased by 90% from 2,025 in 2011-12 to 2,683 in 2015-16.

Figure 29: Degrees and Certificates Awarded, 2011-2012 to 2015-2016



Source: SCCC inFORM Data Warehouse

When looking at degrees and certificates awarded by type, Certificate of Achievements were awarded most to students in 2015-16, an increase by 49% compared to 2011-12. Associate Degrees for Transfer also experienced substantial increases in degrees awarded during the five-year period, but this is due to the novelty of these specific awards. When examining all other programs, Associate in Science degrees experienced the greatest increase of 128%, from 50 degrees awarded in 2011-12 to 114 in 2015-16.

Table 15. Count of Degrees and Certificates Awarded by Type

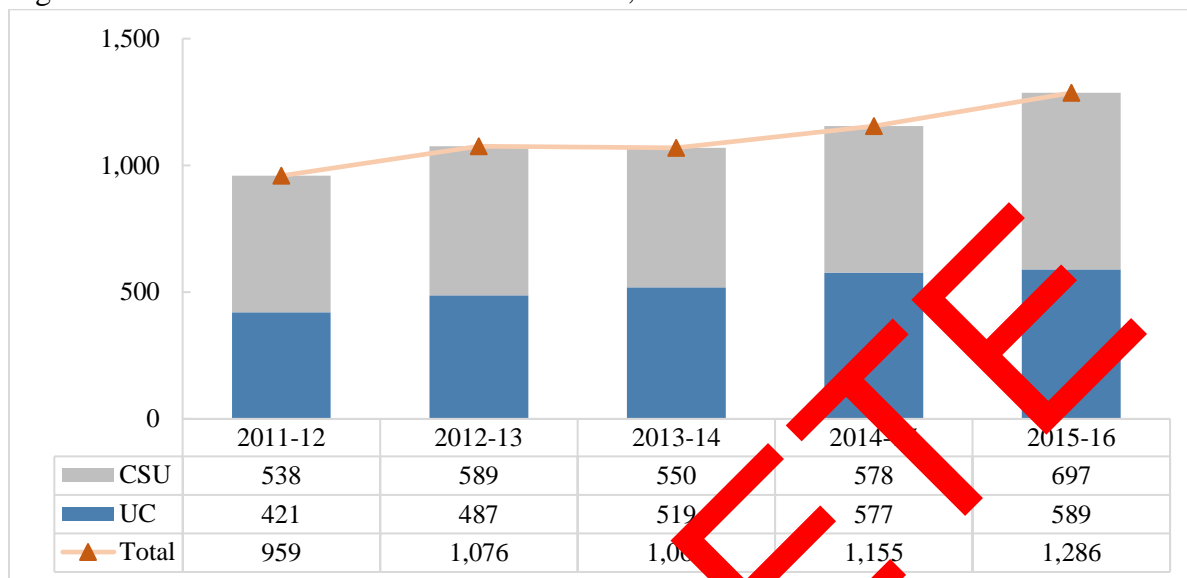
	2011-12	2012-13	2013-14	2014-15	2015-16
Associate in Arts	611	731	675	623	709
Associate in Arts - Transfer	4	34	68	101	156
Associate in Science	50	68	62	65	114
Associate in Science - Transfer		4	67	18	209
Certificate of Achievement	817	1,080	1,031	1,206	1,214
Certificate of Proficiency	197	213	196	296	298
Full Transfer Certification	705	686	900	1,111	1,065
Partial Transfer Certification	73	46	5	70	107
Total	2,457	2,862	3,049	3,712	3,872

Source: SOCCCD inFORM Data Warehouse

Transfers to UC and CSU

A total of 589 students transferred from IVC to the University of California system (UC) during the 2015-16 academic year, an increase of 48% over the 421 who transferred to the UC system during the 2011-12 academic year. Transfers to the California State University (CSU) system increased by 30% over the five-year period to 697 students. Overall, the number of students transferring to an in-state public four-year institution has increased with each passing year. Compared to 2011-12, the total number of transfers to either the UC or CSU systems have increased by 34%.

Figure 30: Number of Transfers to UC and CSU, 2011-12 to 2015-16

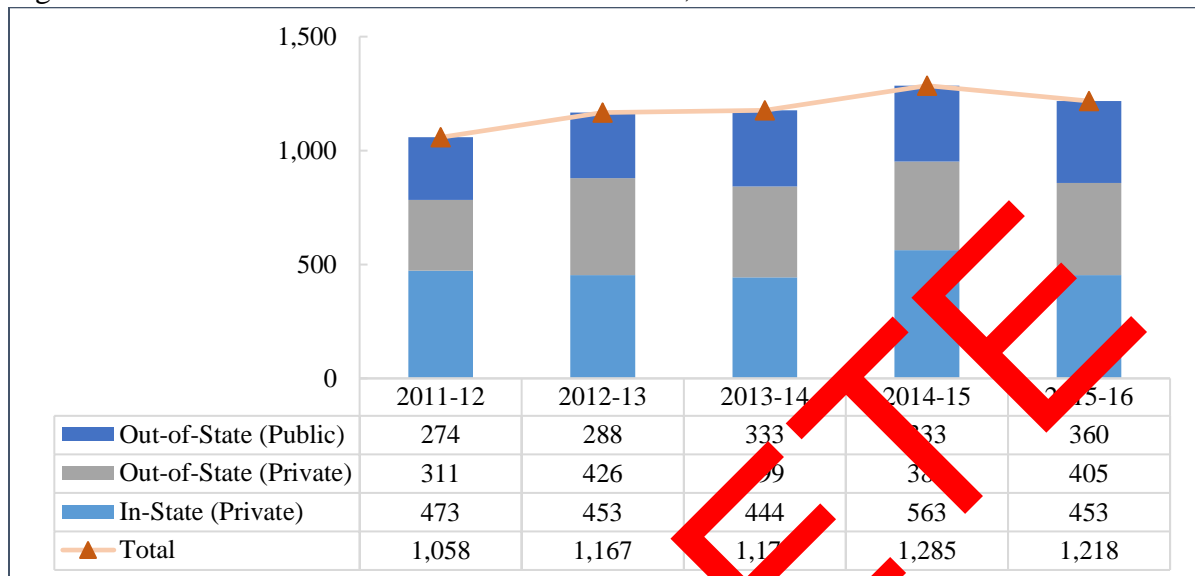


Source: SOCCCD inFORM Data Warehouse

Transfers to Other Institutions

Figure 31 outlines the number of students who transferred to a four-year institution other than a UC or CSU institution. Beyond UC and CSU transfers, in-state, private transfers are most common among IVC students. Compared to five years ago, the number of in-state, private transfers has decreased by 45% to 453 transfers in academic year 2015-16. Out-of-state transfers to both public and private institutions, however, have increased by 31% and 30%, respectively. Overall, transfers to in-state, private and out-of-state institutions have increased by 15% to 1,221 in 2015-16.

Figure 31: Number of Transfers to Other Institutions, 2009/2010-2015/2016



Source: SOCCCD inFORM Data Warehouse



Institution-set Standards

To support the College's mission through continuous assessment of student learning and student outcomes, Irvine Valley College has established Institution Set Standards (ISS) for course completion, degree and certificate completion, and transfer to four-year institutions. The College has established a methodology to propose standards at one standard deviation below the average. Proposed standards are reviewed and set after extensive discussion based on their feasibility and rigor, given the College's current efforts to support and increase student learning and achievement. Consequently, set standards are not exact calculations following the established methodology.

Course Completion

Course completion rates between 2005-2006 and 2014-2015 experienced small annual differences, with rates ranging from 73% to 77%. Rates peaked in the middle of this 10-year period at 77% in 2009-10 and 2010-11. This coincides with an increase in IVC enrollments resulting from the economic downturn. With a 10-year average of 75%, the College set its course completion rate standard at 72%.

Degree/Certificate Completion

Degrees and certificates are analyzed based on unduplicated counts, and standards are established based on three-year averages. Because students can earn more than one degree and/or certificate, students are counted only once (unduplicated) for each metric measured. The number of students over the last 10 years have increased substantially by 96% and continue to increase based on the last three years of data. Certificates have remained steadier in comparison, with a three-year average of 109.

Transfer

Using data provided by National Student Clearinghouse, students are tracked following their attendance from IVC. The year of the first semester of attendance at the four-year institution is used to report the transfer year. With a statewide ranking of #2 in transfer rate, IVC focuses its efforts heavily on transferring students to four-year universities. The number of students transferring to in-state public, in-state private, and out-of-state institutions increase each year, reaching an all-time high of 2,434 the most recent year. IVC continues to develop

partnerships with local universities, such as the Accounting program “GAP 4+1” with Cal State University, Fullerton. These ongoing efforts will support a continued increase in transfers from IVC to four-year institutions.

Table 16. Irvine Valley College Institution Set Standards

Data Element	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average*	IVC Standard**
Course Completion Rate	73%	74%	76%	77%	77%	77%	76%	76%	76%	75%	75%	72%
Degrees Awarded	412	340	365	329	304	363	653	809	764	808	794	770
Certificates*** Awarded	101	73	70	106	111	121	115	101	98	127	109	100
Degrees / Certificates Awarded - <i>Unduplicated</i>	503	407	426	525	709	725	725	895	851	913	886	850
Transfers	1,408	1,414	1,403	1,598	1,841	1,933	1,922	2,271	2,271	2,434	2,182	2,000

*Calculations for averages vary by data element. Averages for course, degree/certificate, and transfer data are calculated based on the last 10, 3, and 5 years, respectively.

**IVC standards are proposed at one standard deviation below the average, which are reviewed for feasibility and rigor given current college-wide efforts. Set standards, consequently, are not exact per the established methodology to set standards.

***Only Chancellor's Office approved Certificates of Achievement are included in counts and the College's ISS.

Job Placement

Irvine Valley College has used the results of the Career Technical Education Outcomes Survey (CTEOS) to provide data on employment for its certificates and programs. The survey allows the college to assess whether the respondents are employed in the field for which they prepared at college. This information has become an important part of regular Program Review process, as well as the biennial CTE review. While the college also uses EMSI Data Analyst to prepare labor market reports for CTE programs, results from the CTEOS are valuable in that they are directly related to the experiences of the college's program graduates. Moreover, CTEOS data complements the larger scale information by allowing the college to focus on the work histories and post-graduation experiences of CTE alumni.

Table 17. Job Placement Rates for Students Completing Certificate Programs and CTE Degrees

Program	Award Type	CIP Code	Est. Standard	Job Placement Rate	
				2012-13	2013-14
Accounting	AS	52.03	70%	70%	75%
Accounting	COP	52.03	70%	77%	79%
Computerized Accounting	COP	52.03	70%	91%	89%
Child Development	AS	19.07	70%	100%	91%
Financial Accounting	COP	52.03	70%	83%	86%
Payroll	COP	52.03	70%	75%	75%
Income Tax	COP	52.15	70%	88%	90%
Spreadsheets	COP	11.03	40%	50%	52%
Paralegal Studies	COP	22.03	70%	--	100%

Source: 2015 and 2016 ACJC Annual Reports

Organization of Self Evaluation Process

Background

The self-evaluation process at Irvine Valley College (IVC) is overseen by the Strategic Planning and Accreditation Council (SPAC), created in 2013 as the highest level participatory governance group at the campus. SPAC works in concord with two on-going workgroups: The Strategic Plan Oversight Work Group (SPOWG) and the Accreditation Oversight Work Group (AOWG). These work groups are responsible for integration and reconciliation of the planning recommendations forwarded from the strategic planning committees.

Preparation for the self-evaluation process began in Fall 2014. AOWG proposed a draft work group membership, comprised of leadership broadly representing the campus. The Academic Senate approved and SPAC adopted the proposal. Work group membership has been modified to reflect changes in personnel assignments and interests while remaining broadly representative of the campus community. A member of the faculty was appointed as the accreditation self-evaluation writer, to assist the workgroups with editing, proofreading, consistency, and, if needed, writing the draft.

Since 2014, the college has had college representatives attending accreditation institutes and workshops to facilitate a deeper understanding of the purpose peer review and self-evaluation in the accreditation process. Several members of the college community have served on accreditation evaluation teams bringing back to the campus useful insights and advice during the process.

In August 2015, AOWG presented an accreditation timeline ([N.1.1](#)) and held an Accreditation Think Tank during fall professional development week. During the Accreditation Think Tank, members of the campus community were introduced to the four accreditation standards and asked to provide input, including stories and examples of evidence, on institutional compliance with the standards. That material became the starting point for the work of the Accreditation Mini Retreats, held in September 2015 ([N.1.2](#)). During the Accreditation Mini Retreats, members of the standards work groups came together for the first time to delve deeply and systematically into each standard and sub-section over a three-hour period. The Accreditation Mini Retreats served as kick-offs for a series of meetings by each standard subsection workgroup that took place during fall 2015 and spring 2016.

To assist the workgroups, the college's Research and Accreditation Office provided a template that aligns the guiding questions from the *Guide to Evaluation and Improving*

Institutions, July 2015 with a draft narrative and evidence ([N.1.3](#)). These templates became the basis for the standards drafts.

The timeline presented during fall 2015 flex week called for the workgroups to produce outline templates and a first draft of the narrative during fall 2015. Spring 2016 would see the workgroups finalize narratives. Summer 2016 was to be devoted to checking evidence and editing the self-evaluation. A college-wide review and work archiving the evidence would be completed during Fall 2016 ([N.1.4](#)).

The Board of Trustees has supported and assisted the accreditation process. In fall 2015, members of the board attended accreditation update sessions during professional development week and the mini retreats. The accreditation liaison officers of Irvine Valley College and Saddleback College made joint accreditation updates to the Board of Trustees in October 2015 and October 2016. A near final draft of the self-evaluation report was presented to the Board of Trustees for acceptance in November 2016.

The campus community and public engaged in reviews of the self-evaluation draft during October and November 2016. A two-week campus-wide review and comment period on the self-evaluation report commenced on October 5, 2016, followed by five afternoon editing sessions attended by faculty, staff and administrators. An additional review and comment period of the revised draft commenced on October 24, 2016. This review period included a Third Party Comment Forum and external accreditation webpage launch on October 25, 2016.

The organization of the self-evaluation was designed to be as inclusive as possible and to empower members of the faculty to participate and take ownership of the analysis, writing and evidence gathering that are requisite parts of a self-study. All standards workgroups had faculty co-chairs appointed by the Academic Senate, most serving continuously from fall 2015 to fall 2016.

Table 1. SPAC/ SWOG Memberships

STRATEGIC PLANNING AND ACCREDITATION COUNCIL	MEMBERS
President, Irvine Valley College (co-chair)	Glenn Roquemore
President, Academic Senate (co-chair)	Kathy Schmeidler
Interim Vice President, Instruction	Chris McDonald
Vice President, Student Services	Linda Fontanilla
Vice President, Administrative Services	Davit Khachatryan
All Deans	All Deans (8)
Vice President, Academic Senate	Bob Urell
Academic Senate	Stephen Felder

STRATEGIC PLANNING AND ACCREDITATION COUNCIL	MEMBERS
Academic Senate	Tiffany Tran
Classified Senate	Karen Martin
Director, Facilities and Maintenance	Jeff Hurlbut
Director, Research, Planning and Accreditation	Craig Hayward
Chief of Police	Will Glenn
Executive Director, Foundation	Elissa Oransky
Executive Director, Creative Services	Diane Oaks
Director, Technology Services	Bruce Maga

Table 2: AOWG Membership

ACCREDITATION OVERSIGHT WORK GROUP (AOWG)	MEMBERS
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Academic Senate President (Co-Chair)	Kathy Schmeidler
Academic Senate Representative	Bob Etter
Accreditation Liaison Officer (ALO)	Chris McDonald
Coordinator, Distance Education	Roopa Mathur
Coordinator, Distance Education	Meredith Dörner
Coordinator, Student Learning Outcomes	Cheryl Delson
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean of Social and Behavioral Sciences (Designee)	Traci Fahimi
President, Classified Senate	Karen Martin
Vice President for Student Services	Linda Fontanilla

Table 3: Standard Work Group Membership

STANDARD WORK GROUP	MEMBERS
President, Academic Senate (Co-Chair)	Kathy Schmeidler
Interim Vice President, Instruction (Co-Chair)	Chris McDonald
Director, Research, Planning and Accreditation	Craig Hayward
Director, Marketing, Communications & Broadcasting	Diane Oaks

Table 4: Standard I.A Work Group Membership

STANDARD I.A WORK GROUP	MEMBERS
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Academic Senate (Co-Chair)	Kathy Schmeidler
Classified Senate	Brittany Ramchandani
Director, Marketing, Communications & Broadcasting	Diane Oaks

Table 5: Standard I.B Work Group Membership

STANDARD I.B WORK GROUP	MEMBERS
President, Academic Senate (Co-Chair)	Kathy Schmeidler
Director, Research, Planning and Accreditation (Co-Chair)	Craig Hayward
Classified Senate	Lisa Wang
Coordinator, Student Learning Outcomes	Cheryl Delson

Table 6: Standard I.C Work Group Membership

STANDARD I.C WORK GROUP	MEMBERS
Dean, Enrollment Services (Co-Chair)	Arleen Elseroad
Chair, Academic Affairs (Co-Chair)	Brett McKim
Classified Senate	Nathan Quach
Dean, Student Services	Liz Cipres
Registrar, Admissions & Records	Ruben Guzman

Table 7: Standard II Work Group Membership

STANDARD II WORK GROUP	MEMBERS
Coordinator, Student Learning Outcomes (Co-Chair)	Cheryl Delson
Vice President, Student Services (Co-Chair)	Linda Fontanilla
Academic Senate	Roopa Mathur
Academic Senate	Brooke Choo
Academic Senate	Chris Loeffler
Chair, Curriculum	Diana Hurlbut
Classified Senate	Joe San Juan
Dean, Admissions & Records	Arleen Elseroad
Director, Research, Planning & Accreditation	Craig Hayward
Director, Student Life	Cessa Heard
President, Academic Senate	Kathy Schmeidler

Table 8: Standard II.A Work Group Membership

STANDARD II.A WORK GROUP	MEMBERS
Academic Senate (Co-Chair)	Cheryl Delson
Dean, Social and Behavioral Sciences (Co-Chair)	Traci Fahimi
Academic Senate	Jeff Kaufman
Academic Senate	Rebecca Beck
Academic Senate	Chris Loeffler
Academic Senate	Ben Mis
Academic Senate	Pat Beckman
Chair, Curriculum	Diana Hurlbut
Classified Senate	Li Wang
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean, Business Science, Online & Extended Education	Cathleen Greiner
Dean, Economic & Workforce Development	Corine Doughty
Instructional Technologist/Classified Senate	Joe San Juan
Interim Vice President for Instruction	Chris McDonald

Table 9: Standard II.B Work Group Membership

STANDARD II.B WORK GROUP	Standard II.B Members
Academic Senate (Co-Chair)	Cheryl Delson
Dean, Liberal Arts (Co-Chair)	Karima Feldhus
Academic Senate	Anthony Lin
Academic Senate	Brooke Choo
Academic Senate	Roopa Mathur
Academic Senate	Celina Lee
Academic Senate	Joel Sheldon
Academic Senate	Jeff Wilson
Dean, Online & Extended Education	Cathleen Greiner
Director, Technology Services	Bruce Hagan
Academic Senate	Ben Mis
Classified Senate	Julie Scholl

Table 10: Standard II.C Work Group Membership

STANDARD II.C WORK GROUP	MEMBERS
Vice President, Student Services (Co-Chair)	Linda Fontanilla
Academic Senate (Co-Chair)	Robert Melendez
Academic Senate	Tiffany Tran
Assistant Dean, Financial Aid and Student Support Services	Ken Lira
Classified Senate	Maria Nunez

STANDARD ILC WORK GROUP	MEMBERS
Dean, Enrollment Services	Arleen Elseroad
Dean, Student Services	Liz Cipres
Director, Child Development Center	Becky Thomas
Director, Health and Wellness and Veterans Services Center	Nancy Montgomery
Director, International Student Program	Christina Delgado
Director, Student Life	Cessa Heard
Interim Director, Outreach and Recruitment	Dennis Gordon
Registrar	Ben Guzman

Table 2: Standard III Work Group Membership

STANDARD III WORK GROUP	MEMBERS
Vice President, Administrative Services (Co-Chair)	Davit Khachatryan
Vice President, Academic Senate (Co-Chair)	Bob Urell
Academic Senate	Mark McNeil
Academic Senate	Kathy Schmeidler
Academic Senate	Jane McLaughlin
ASIVC	Safar Mahmadvov
Classified Senate	Brian Kim
Registrar, Admissions & Records	Ben Guzman

Organizational Charts/Function Maps

South Orange County Community College District Management Organizational Chart

OBSOLETE

Irvine Valley College Management Organizational Chart



District Function Map

Link to updated Function Map Pending

Certification of Continued Compliance with Eligibility Requirements

1. Authority

Irvine Valley College (IVC) is a public two-year community college operating as a post-secondary educational institution to award degrees and certificates under the authority of the State of California ([N.1.5](#)), Department of Education, the Board of Governors of the California Community Colleges. The College is one of 12 institutions within the California Community College system. IVC is governed locally by a selected Board of Trustees for the South Orange County Community College District. The College was accredited in 1988 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of School and Colleges (WASC), and has continuously maintained accredited status ([N.1.6](#)).

2. Operational Status

In Fall 2015, Irvine Valley College served 13,828 students ([N.1.7](#)), with 91% of course enrollments in credit courses ([N.1.8](#)). Over three-fourths of students declared an educational goal to transfer to obtain an associate degree or certificate ([N.1.9](#)). In Academic Year 2015-16, IVC awarded a total of 1,185 Associate degrees and 2,683 certificates ([N.1.10](#)).

3. Degrees

In Academic Year 2015-2016, Irvine Valley College (IVC) offered 80 Associate of Arts and Associate of Science Degrees, of which include 23 state-approved Associate Degrees for Transfer to the Cal State University (CSU) System ([N.1.11](#)). To obtain an Associate in Arts or Associate of Science Degree, students must complete a minimum of 60 units of credit, pass all applicable program courses with a grade "C" or better, maintain a grade point average of 2.0 or higher, and complete general education requirements ([N.1.12](#)). Associate

Degrees for Transfer have the same requirements, with the exception that students must complete 60 CSU-transferable units.

IVC also offers 63 Certificates of Achievement (state-approved program) and Certificates of Proficiency (locally approved program). To earn a certificate, students must complete all required coursework with a grade “C” or better and complete a minimum of 12 units at IVC. For certificates with a total unit requirement being less than 12, students are required to complete all units at IVC. Degree and certificate requirements are detailed in the College Catalog ([N.1.13](#), [N.1.14](#)).

To ensure education offerings promote students’ opportunity to obtain a degree or certificate, 1,290 credit sections were offered and 91% of IVC students enrolled in at least one of the offered credit sections in Fall 2015 ([N.1.15](#)).

4. Chief Executive Officer

The South Orange County Community College District (SOCCCD) appointed Dr. Glenn R. Roquemore ([N.1.16](#)) as President of Irvine Valley College. Dr. Roquemore took office in July 2002. Pursuant to Board Policy 2101 ([N.1.17](#)), the Chancellor delegates authority to the College President to oversee college operations and administer board policies. The President does not serve as the chair of the governing board ([N.1.18](#)).

Dr. Roquemore served as President during the last comprehensive accreditation site visit in 2010. Irvine Valley College has not been required to inform the Commission of any changes in the institutional chief executive officer.

5. Financial Accountability

An audit is conducted on an annual basis 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 ([N.1.19](#)).

The District audit reports and findings are reported to the Board of Trustees in November of each year ([N.1.20](#)). 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.

The College's financial aid program is evaluated on an annual basis as part of the College's independent audit process which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During the accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.21](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%) ([N.1.22](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.23](#)), the student loan default rates among IVC alumni were: 2011: 4.7%; 2012: 8.9%; 2013: 12.7%.

The District and College have robust and transparent budgeting and financial oversight processes ([N.1.24](#), [N.1.25](#), [N.1.26](#)).

Compliance with Commission Policies

This section responds to the Commission Policies as defined in Appendix A of the Manual for Institutional Self Evaluation. The narrative supplies the information required by the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix K of the *Manual for Institutional Self Evaluation, October 2015, Revised Edition*). References to other sections of the Self Evaluation Report are included, as appropriate.

Policy on Rights and Responsibilities of the Commission and Member Institutions

Irvine Valley College complies with the ACCJC's *Policy on Rights and Responsibilities of the Commission and Member Institutions*. Accreditation activities are coordinated by the Accreditation Oversight Work Group under the direction of the President, the Accreditation Liaison Officer (ALO), and the Strategic Planning and Accreditation Council (SPAC) (N.1.27). The President and the ALO are the primary contacts for communication with the ACCJC.

The College has been accredited since July, 1987 and voluntarily complies with the ACCJC standards in order to ensure student learning, institutional effectiveness and continuous quality improvement. The College maintains an archive of current and accreditation reports, letters, and documents on its accreditation website (<http://accreditation.ivc.edu> N.1.28). The College has a documented history of timely compliance with Commission requests and recommendations (N.1.29). The College's self-evaluation process was broadly representative and involved a wide array of staff, faculty, students, and administrators (N.1.30).

Irvine Valley College also complies with Title 34 of the Code of Federal Regulations, 34 CFR 602.23(b), which states:

In providing public notice that an institution or program subject to its jurisdiction is being considered for accreditation or preaccreditation, the agency must provide an opportunity for third-party comment concerning the institution's or program's qualifications for accreditation or preaccreditation. At the agency's discretion, third-party comment may be received either in writing or at a public hearing, or both (N.1.31).

As part of the current self-evaluation process, the President and the ALO convened a public forum for the purpose of soliciting and receiving public comment (N.1.32). Additionally, the

College opened a public website with a web form for the general public to be able to submit comments on the College's accreditation process ([N.1.33](#)).

Policy on Institutional Degrees and Credits

Irvine Valley College complies with the minimum 60 semester credit unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations, ([N.1.34](#)). This requirement is stated in the College catalog ([N.1.35](#)). Associate degrees consist of units required for the major or area of emphasis combined with required general education units and degree applicable elective units.

The College follows the Chancellor's Office "Standard Formula for Credit Hour Calculations." The College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. In this formula, every 18 hours of lecture per semester corresponds to one unit of course credit. For classes with laboratory or arranged hours, 54 hours of class time per semester corresponds to one unit of course credit, which equates to just over three hours per week.

To comply with the regulations set by the U.S. Department of Education and the ACCJC in regard to setting institutional standards for student achievement (cf. 34 CFR 602.16(a)(1)(i); 602.17(f); 602.19(a-e)), IVC has established institution-set standards for the following indicators of student achievement and attainment: course completion rates, annual counts of students who transfer to a four-year institution, annual counts certificates awarded, and annual counts of degrees awarded. Additionally, the college reviews data on employment in the field for all gainful employment programs with at least ten graduates ([N.1.36](#)).

The College's Institutional Effectiveness Committee sets the institutional set standards and reviews them annually along with information on strategic key performance indicators and goals. The institutional set standards and other strategic information create the context for the other work that IVC does including its review of academic program reviews, equity planning, strategic planning, and basic skills initiative planning ([N.1.37](#)).

Policy on Transfer Credit

Transfer Credit

Irvine Valley College grants credit for college units earned at regionally accredited institutions of higher education. No more than four units may be awarded for sectarian courses. Students must arrange to have all transcripts to be evaluated for transfer credit sent to the Office of Admissions and Records as early as possible to determine if coursework can be used to satisfy prerequisites or equivalencies. Applications for degree or transfer certifications cannot be processed without all official transcripts on file from all colleges from which coursework is intended for transfer credit. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or Transfer Center at Irvine Valley College ([N.1.38](#)).

Transfer from Foreign Institutions

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service. Students must turn in the official evaluation to the Office of Admissions and Records for inclusion in their record and then set up an appointment with the Counseling Center so that their transfer work may be evaluated. Coursework from foreign institutions cannot be used for CSU or IGETC certification except to validate the foreign language requirement. Students may be granted credit toward CSU-Breadth and IGETC by earning specified scores on International Baccalaureate (IB) Higher Level exams ([N.1.39](#)).

Credit by Examination

Irvine Valley College may grant credit by examination to a student for previous experience, training, or instruction equivalent to a specific course offered by the college—provided it is a course for which the student has not received prior high school or college credit, has not attempted credit by examination, and has never enrolled. The course should be one whose content, in the opinion of the department and the instructor assigned, lends itself to testing by examination ([N.1.40](#)).

Credit by examination may be granted only for a course listed in the college catalog and only to a student who is registered in the South Orange County Community College District and is in good standing. A student may not receive credit by examination for any course which is a prerequisite to a course for which the student has already received credit. A minimum 2.0

grade point average in at least 12 units completed at Irvine Valley College is required to attempt credit by examination ([N.1.41](#)).

Units earned through credit by examination will not be counted in determining the 12 semester units required in residence for graduation. The procedures for securing permission to obtain Credit by Examination for a specific course are as follows:

1. The student submits a Credit by Examination petition form to the Office of Admissions and Records, where eligibility will be determined. Petitions are available at the Office of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student, following policies and procedures developed within the school, obtains the approval of the appropriate instructional dean.
4. Following approval from the dean, the request is forwarded to the Vice President for Instruction for final approval. (The Vice President for Instruction will forward the approved petition to the Office of Admissions and Records.)
5. The initiating instructor prepares, administers, and grades the examination. The instructor must forward the grade to the Office of Admissions and Records.
6. A grade of Pass ("P") or No Pass ("NP") will be assigned, and the course will be identified as "Credit by Examination" on the student's transcript.

Advanced Placement (AP) and College Level Examination Program (CLEP)

Students may earn associate degree and general education credit for Advanced Placement (AP) Tests with scores of 3, 4, or 5. Students must have the College Board send AP exam results to the IVC Admissions Office for use on the associate degree or general education pattern. Credit by Advanced Placement exam is noted on the student's transcript ([N.1.42](#)). The College recognizes the College Level Examination Program (CLEP). A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the associate degree as follows: 3 units in Humanities and Fine Arts; 3 units in Mathematics; 3 units in Social Science; and 3 units in Natural Science

(non-laboratory). No credit will be given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination. Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College ([N.1.43](#)).

Policy on Distance Education and on Correspondence Education

As online course offerings have grown at IVC, more programs have become able to be completed at least 50% online. In response to this growth, IVC submitted a substantive change to ACCJC in 2016 ([N.1.44](#)).

Students who wish to enroll in an online course at IVC must meet the specific requirements of the course and participate responsibly. Students are required to attend an orientation for online classes that provides tutelage in how to access and use the online learning environment. Instructors inform students at the class orientation or by email about how to use the Blackboard account. Students officially enrolled in an online class may access their class account with a user name and password ([N.1.45](#)).

Distance Education (DE) means instruction in which the instructor and the student are separated by distance and interact through the assistance of instructional technology (Title 5, Section 55200). DE courses at IVC are offered only through online modalities.

Each proposed or existing course offered by distance education shall be reviewed and approved separately by the college's Curriculum Committee. Courses that are fully online shall be reviewed separately from hybrid courses ([N.1.46](#)).

When approving distance education courses the Curriculum Committee certifies the following ([N.1.47](#), [N.1.48](#)):

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. The class offered at a distance will fulfill all the criteria of the course outline of record (COR), including comparable content delivery, learning objectives, assignments, and methods of evaluation as expected in face-to-face delivery modalities.

Instructor Qualifications: Faculty teaching online courses shall be selected by the same procedures used to determine all instructional assignments, with additional consideration of the faculty member's experience and skill set related to online instruction

Instructor Contact: All approved DE courses, including fully online (100%) and hybrid (1%-99% online) courses, shall include regular effective contact between instructor and students. The colleges' Curriculum Committee's separate approval is to verify that the distance

modality can and will provide this regular effective contact. Instructors will use one or more of the following accepted practices of regular effective contact in their online courses:

- **Regular Announcements:** It is best practice for faculty to make general announcements to students in online classes on a regular basis, such as through the use of the announcement area in the learning management system (LMS) or via emails to the entire class.
- **Orientation:** It is best practice for faculty to send a welcome communication to students which may include course information, expectations, contact information, and how to access online content. Additionally, orientations may take place online or face-to-face.
- **Establishing Expectations:** Faculty should include in the syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. It is best practice to include the timeframe for responding to student questions/inquiries (for example, “within two business days”), the timeframe for receiving feedback on student work (for example, “within 7-10 business days”), the timeframe for submission of assignments, and the quantity of discussion board postings required of the student.
- **Faculty-Initiated Interaction:** It is best practice for faculty to regularly initiate interaction with students in a variety of ways, including but not limited to: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or email, and, in the case of a hybrid course, regular face-to-face meetings.
- **Content Delivery:** Faculty will not provide content material either through online lectures (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).
- **Notifying Students of Faculty Unavailability/Offline Time:** Students should be notified if the instructor is unavailable/offline preventing regular effective contact for a longer period of time (e.g. four business days) for any reason (such as an illness or family emergency). Students should also be notified when instructor-initiated regular effective contact will resume.
- **Notifying Administration of Faculty Absence Notification:** If a faculty member must be absent for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.
- **Face-to-Face Forms of Contact (for hybrid modalities):** Faculty are encouraged to utilize standard accepted face-to-face forms of contact (i.e., group or individual meetings, lab class meetings, orientation and review sessions, supplemental seminars

- or study sessions, proctored exams, and field trips). Field trip accommodations must be made available for students with documented disabilities.
- Office Hours / Student Consultation: Faculty should be available to their distance education students during regularly scheduled office hours, which may be held either on-site or online, or for student consultation. This can include telephone contact, face-to-face contact, or online contact (through email, discussion board, or chat).

Accessibility Standards

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities in compliance with Section 508:

- Distance education courses for all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e. sign language interpreters, aides, or other forms of human assistance).
- Distance education resources provide "built-in" accommodations where possible (i.e. closed captioning or descriptive narration, and/or interface design/content layout per universal design best practices, commonly used in support of persons with disabilities. Alternative testing format and extended test-taking time are provided to students with documented accommodations which address the student's documented disability ([N.1.49](#))).

Policy on Representation of Accredited Status

Irvine Valley College has an accreditation link on the footer of every page as well as on its “About” page ([N.1.50](#)). The link connects the user to the College's accreditation webpage which displays the following statement:

Accreditation Status

Irvine Valley College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 100 Commercial Blvd., Suite 204, Novato, CA 92949, 415-506-0204, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

Each college affiliated with ACCJC must undergo periodic evaluation of their programs and services through self study and peer review in a six year cycle. Irvine Valley College received reaffirmation of its accreditation in February 2014 ([N.1.51](#)).

The Accreditation page also contains a link for the submission of comments on the Self Evaluation Report, as well as links to an archive of all of the College's required accreditation materials including self-evaluation, mid-term reports, evidence, site visit materials, team reports, follow-up reports, Commission letters, and ACCJC substantive change materials ([N.1.52](#)).

Policy on Student and Public Complaints against Institution

Informal Complaint Procedures

The District has established designated officers who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. If there is a simple misunderstanding or the individual does not wish to file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

An individual who feels she/he has been subjected to sexual assault may file a complaint with the police department in addition to any other complaint.

Individuals who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officer for Irvine Valley College:

Vice President for Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

The District strongly encourages students and staff who believe they are being harassed to file a complaint in a timely manner. Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages that such complaints be made within 30 days of the alleged incident. Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment ([N.1.53](#)).

Formal Complaint Procedures

If an informal process does not resolve the matter and/or the complainant wishes to pursue formal charges, he or she may elect to follow formal complaint procedures. Formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the State Chancellor ([N.1.54](#)).

Approved complaint forms are available from any one of the following sources:

The Office of the Vice President for Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

The Office of the Director of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, California 92692
949-582-3348 or 949-582-4850

Irvine Valley College website: www.ivc.edu/policies/pages/harassment.aspx

SOCCCD website: www.socccd.edu/hr/HRforms.asp

State Chancellor of the California Community Colleges website:
<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>

Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether it was filed

in a timely manner, on an appropriate form, and whether it alleges unlawful discrimination as stipulated in Title 5, section 59300. The District will investigate properly filed complaints according to procedures prescribed in Board policy. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the State Chancellor of whether there is probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the State Chancellor ([N.1.55](#), [N.1.56](#)).

For more comprehensive information about discrimination and harassment, students are encouraged to read the Harassment Policy and Complaint Procedure brochure, available in the Office of Student Services, Room A110, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD website: www.socccd.edu/12/HRforms.asp

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Irvine Valley College's accreditation status is found on the first page of the 2016-2017 Catalog, the mission and vision statements are located on page 4, and the institutional learning outcomes are located on page 7 ([N.1.57](#)).

In accordance with Board Policy and Administrative Regulations 5604 (Admissions), the District does not restrict admission to residents of the District, nor does it restrict the privilege of District residents to attend any other community college. Non-California residents are accepted on the same basis as California resident students, except that state regulations require these students be assessed tuition ([N.1.58](#)).

Students who are eligible for regular admission to the colleges must be 18 years of age or older, or possess a high school diploma, GED, certificate of proficiency or equivalent. In addition, any apprentice as defined in the Labor Code, or any other person who is over 18 years of age and who is capable of benefitting from instruction offered at the College may be admitted.

Students who are not enrolled for a sufficient duration to receive a grade or non-evaluative symbol on their transcript at either Irvine Valley College or Saddleback College for one term must file a new admission application in a subsequent term to be eligible to enroll. The College catalog accurately reports the official college name, address, telephone number and web links on the first page of the 2016-2017 Irvine Valley College Catalog and the

campus map can be found on page 336 ([N.1.59](#), [N.1.60](#)). The same information is also available on the college website ([N.1.61](#)).

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Irvine Valley College does not currently have any contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

Irvine Valley College's Office of Financial Aid keeps loan default rates at an acceptably low level and also complies with program responsibilities defined by the U.S. Department of Education ([N.1.62](#)). Programs funded by the federal government include the Pell Grant, SEOG Grant, Federal Work Study, Direct Subsidized Loan and Direct Unsubsidized Loan programs.

Irvine Valley College maintains compliance with Title IV of the Higher Education Act through comprehensive financial aid services to students. All students pursuing a direct loan are required to complete a Direct Loan Master Promissory Note (MPN) and Entrance Counseling upon receiving a direct loan at the College. The goal of Entrance Counseling is to help the student understand what it means to take out a federal student loan. The policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies ([N.1.63](#)).

The College's financial aid program is evaluated on an annual basis as part of the College's independent audit process which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.64](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%) ([N.1.65](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.66](#)), the student loan default rates among IVC alumni were: 2011: 14.7%; 2012: 8.9%.; 2013 12.7%



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: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A.1 Mission

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.

Evidence of Meeting the Standard

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 reads as follows:

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. IVC supports student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks ([I.A.1](#)).

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 the College's distinctive emphasis on clear and guided pathways. IVC's student population includes an active international student community who contribute to 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 website on the "About" page.

The District's mission statement is published on the District website's "About" page.

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.

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 highest quality education. The College's commitment to student success and equity flows from its mission statement and is further detailed in its Strategic Plan ([I.A.2](#)), Student Equity Plan ([I.A.3](#)), Student Success and Support Program (SSSP) plan ([I.A.4](#)), Basic Skills Initiative (BSI) plan ([I.A.5](#)), Basic Skills Transformation plan ([I.A.6](#)), and Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant activities ([I.A.7](#)).

In accordance with its mission, IVC offers credit and non-credit instructional programs, both online and face-to-face. Online offerings complement the face-to-face offerings by offering an additional, convenient format for students to access course work. Students have access to an array of student support services and co-curricular activities, such as the student government and student ambassadors program, that support student achievement and learning. IVC's student population includes resident and international students of all backgrounds, ethnicities, ages, and educational needs. IVC's commitment to diversity and equity is clearly represented in its mission and actions, such as becoming federally designated as a minority serving institution in 2015 ([I.A.8](#), [I.A.9](#), [I.A.10](#), [I.A.11](#)).

To meet the needs of its community, the College provides access to challenging transfer-level courses as well as courses that develop basic skills. Our students can attain associate degrees and certificates in career and technical (CTE) programs that lead to employment. Students also have the option to complete transfer-focused programs that lead to associate degree attainment and transfer to four-year institutions ([I.A.12](#)). IVC is proud of its high completion and transfer rates, which reflect the strength of the College's commitment to supporting students and faculty in all aspects of teaching and learning; the institution also serves community skill-builders who take courses simply to learn new skills or upgrade existing skills so that they can maintain their competitive edge or advance in their current careers ([I.A.13](#)).

IVC regularly reviews its mission statement at its annual Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.14](#), [I.A.15](#)), the Institutional Effectiveness Committee ([I.A.16](#)), and Academic Senate ([I.A.17](#)). Following the college wide process, the Board of Trustees additionally reviews and adopts changes, per recommendations of the College, annually ([I.A.18](#)).

The college mission is published in the catalog and both the college and district mission statements are prominently published on their respective web sites ([I.A.19](#), [I.A.20](#)).

Analysis and Evaluation

Irvine Valley College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Its comprehensive review process of the College's mission statement ensure that the mission statement describes the College's broad educational purposes, who it serves, its values, its commitment to improving access and equity, the types of degrees and other credentials offered, and its commitment to student learning and student achievement. The institution's educational mission is clearly defined, adopted, and reviewed regularly by the Board of Trustees. Moreover, the mission is published widely to inform current and prospective students as well as the surrounding community of the College's commitment to those it serves.

The College meets the standard.

I.A.2 Mission

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

Irvine Valley College (IVC) utilizes external and internal data to determine how effectively the College is accomplishing its mission to serve students' needs. Data from all levels—global, national, state, regional, and local—are analyzed to identify trends, emerging needs, opportunities, and potential threats ([I.A.21](#), [I.A.22](#), [I.A.23](#), [I.A.24](#)). Data sources include Scorecard data, labor market information, SLOs, the Chancellor's Office Data Mart, surveys, ad hoc research studies, and the district reporting infrastructure (i.e., inFORM and MySite) ([I.A.25](#), [I.A.26](#), [I.A.27](#)).

These data drive the planning process of the College and were foundational in developing the goals and objectives of the *2014-2020 Strategic Plan* ([I.A.28](#)), as well as the plan's key performance indicators. A representative district wide task force carefully developed the current indicators ([I.A.29](#), [I.A.30](#)). To ensure a widely shared focus on student learning and institutional effectiveness data, strategic KPIs are shared and discussed at the annual planning retreat ([I.A.31](#)). These indicators are reviewed and discussed at both the District wide Planning Council (DWPC) annual retreat and at IVC's annual strategic planning retreat. IVC has also established institution-set standards, reviewed annually by the Institutional Effectiveness Committee (IEC) and shared with SPAC. Additionally, the College has set financial, accreditation, and student achievement targets (or "goals") for the Institutional Effectiveness Partnership Initiative's metrics, which are published on the college's "About"

page on its website. These include completion goals congruent with the completion goals of the College's strategic plan ([I.A.32](#)).

The District also periodically engages in a formal external scan process to aggregate and analyze key demographic, workforce, and community indicators so this information can be used to inform planning efforts and the mission statement review process ([I.A.33](#)). 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 powerfully reinforces the importance of the data and activities found in the College's Student Equity Plan ([I.A.34](#)) and the College's commitment to reducing or eliminating the achievement gap (cf. Strategic Plan Objective 2.1) ([I.A.35](#)).

To ensure data is utilized to review and improve programs and services offered to students, all program reviews are required to incorporate data analysis of student access and success trends as well as institutional effectiveness indicators such as fill rates and student learning outcomes assessments ([I.A.36](#)). The resource allocation process relies heavily on program review objectives and strategic planning objectives as part of its resource request rating and dialogue process to ensure that data and assessment results drive priorities to meet students' needs ([I.A.37](#)).

Additional ways in which IVC uses data to assess progress and success in achieving its mission are manifold and 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 ([I.A.38](#)).

The College meets the standard.

I.A.3 Mission

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

Evidence of Meeting the Standard

The Irvine Valley College (IVC) mission supports and aligns with the District mission as well as the mission of the California Community College. Also published in the *IVC Planning and Decision-Making Manual* ([I.A.39](#)), the mission guides the College's decision-making, planning, and resource allocation processes. To achieve its mission, the 2014-2020

Strategic Plan ([I.A.40](#)) serves as the cornerstone of IVC's planning process. All other college plans align with this plan and with the College's mission, including the 2016-2021 Technology Plan ([I.A.41](#)), the Student Success and Support Program Plan ([I.A.42](#)), the Student Equity Plan ([I.A.43](#)), the Online Education Strategic Plan ([I.A.44](#)), and the Education and Facilities Master Plan ([I.A.45](#)).

Data informs the 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 critical. College 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.

The mission statement drives the College strategic plan goals. 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 ([I.A.46](#), [I.A.47](#)). The other two goals of the strategic plan concern continuously improving institutional effectiveness so the College better serves its community ([I.A.48](#), [I.A.49](#), [I.A.50](#)). 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.

To ensure "IVC fosters 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's work with educational partners includes the UCI Engineering pathway grant, an accounting pathway with Cal State Fullerton, and both CTE pathways (OC3 Pathways) ([I.A.51](#)) and Early College pathways with the Orange County Department of Education and local high schools ([I.A.52](#)). IVC has also developed pathways, such as Biotechnology ([I.A.53](#)) and the General Accounting Principles 4+1 program (GAP 4+1) ([I.A.54](#)), to address community needs both in terms of student and workforce demand. Both programs also are built on partnerships with other educational institutions. These programs, as well as the institution's active transfer center and continual curriculum articulation efforts, exemplify IVC's commitment to leveraging "educational networks" in support of student success.

Analysis and Evaluation

IVC's mission clearly guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Because 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 align 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 the College may be assured of achieving a reasonable and consensual balance in these allocations and that they are aligned and commensurate with its mission and priorities.

The College meets the standard.

I.A.4 Mission

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

Irvine Valley College's mission statement is prominently displayed on the "About" page of the college website ([I.A.54](#)) and widely disseminated via the college catalog ([I.A.56](#)), the *IVC Planning and Decision-making Manual* ([I.A.57](#)), and via banners on campus.

The College reviews its mission annually during the Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.58](#), [I.A.59](#)). During the review process, 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 ([I.A.60](#)).

The previous version of the mission statement was approved in June 2014 ([I.A.61](#)), after undergoing review and discussion during the 2013-2014 academic year. The current version of the mission statement began its review and development process at the 2015 SPAC retreat ([I.A.62](#), [I.A.63](#)). Development, discussion and refinement continued during faculty development week ([I.A.64](#)). In May of 2016, IEC recommended a new draft version of the college mission which SPAC reviewed and then later approved at the SPAC retreat before forwarding it to the Academic Senate ([I.A.65](#)). Once SPAC and Academic Senate had approved the new mission, it was then forwarded to the Board of Trustees for adoption ([I.A.66](#)) [BOT approval still outstanding].

Analysis and Evaluation

As part of its annual strategic planning process, Irvine Valley College reviews its mission to ensure an accurate reflection of the College's commitment to serving the educational needs of the local community. The College articulates its mission in a widely published statement adopted by the SOCCCD Board of Trustees.

The College meets the standard.



Standard I.B: Assuring Academic Quality and Institutional Effectiveness: Academic Quality

Standard I.B.1 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

The institution demonstrates a sustained, substantive and collegial dialogue 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 (IVC) has established processes to facilitate sustained, substantive and collegial dialogue across the College about student learning outcomes, 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 ([I.B.1](#), [I.B.2](#)). The new committee structure encourages the flow of information through the various governance groups and consequently supports continuous dialogue about instructional programs, student services, and administrative services.

Student Outcomes

Under the purview of the Institutional Effectiveness Committee (IEC), the Student Learning Outcome (SLO) Task Force is structured to ensure campus wide communication regarding student learning outcomes (SLOs) ([I.B.3](#)). 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) ([I.B.4](#), [I.B.5](#)). Moreover, the committee has ongoing discussions on the College's ISLOs and is currently discussing possible revisions to more accurately reflect the institution's focus on its students ([I.B.6](#), [I.B.7](#)). 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.

Student Equity

The Student Equity Work Group also reports to the IEC. This work group was formed following the requirement by the California Community College Chancellor's Office to develop a Student Equity Plan ([I.B.8](#)). 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 completion, 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 ([I.B.9](#)).

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 has a standing item on the IEC agenda, providing IEC with updates on student equity related research and activities ([I.B.10](#), [I.B.11](#)). To facilitate district-wide and campus wide dialogue, the Student Equity Task Force co-chairs provided a general overview of student equity efforts at the Spring 2014 Student Success Summit ([I.B.12](#)) and conducted a number of informational sessions during spring 2015 ([I.B.13](#)) and fall 2015 Professional Development Weeks ([I.B.14](#)).

Academic Quality

Through curriculum policies, procedures, and approval processes, the College engages in dialogue on academic quality, details of which are provided in Standard II.B. 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 for incorporation into the department's program review ([I.B.15](#)) and administrative unit review ([I.B.16](#)).

The program review process also provides avenues for dialogue on academic quality. All academic programs and student services participate in a comprehensive program review according to a regular, published schedule ([I.B.17](#)). As part of this review, all programs identify program-level objectives which are linked with the College strategic goals and objectives.

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 ([I.B.18](#)). Conversations regarding institution-set standards (ISS), strategic initiatives, key performance indicators and Institutional Effectiveness Partnership Initiative goals occur regularly during committee meetings.

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. Discussions include how to deepen the integration of program review with the resource allocation process and the strategic plan ([I.B.19](#)).

To support evidence-based college planning, assessment and dialogue, 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. ORPA provides the IEC regular updates on research efforts, such as the recent spring 2016 Community College Survey of Student Engagement ([I.B.20](#)). The ORPA and the IEC ensure continuous dialogue regarding assessment and evaluation efforts, student equity research, TracDat updates, learning outcomes assessment, and program review ([I.B.21](#)).

Analysis and Evaluation

The College continuously promotes opportunities for staff, faculty and administrators to engage in dialogue through committee structures and policies and practices and encourages engagement of all college employees in all processes. Through these efforts, the College meets the 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 to increase data and research output also supports and informs the dialogue.

The College meets the standard.

Standard I.B.2 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

Student learning outcome (SLO) and student services outcome (SSO) assessments are ongoing throughout the academic year. All courses, credit and non-credit, ([I.B.22](#)) and student services departments ([I.B.23](#)) are required to have at least one SLO. All learning outcomes are entered into TracDat, the College's web-based repository for all assessment activities ([I.B.24](#), [I.B.25](#)).

For academic programs, faculty take the lead with course and program learning outcomes, from their development to their evaluation. During the curriculum review process, SLOs are developed and included in each course's Course Outline of Record ([I.B.26](#), [I.B.27](#)) and syllabus ([I.B.28](#)). 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. Programs are evaluated using course SLOs that are mapped to relevant program student learning outcomes (PSLOs) via TracDat ([I.B.29](#)). These mapped course SLOs are

evaluated at the program level during the program review process ([I.B.30](#)). See I.B.5 for a detailed explanation of the program review process.

Student services also has a well-established process and schedule for assessing 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 ([I.B.31](#)). Resources dedicated to supporting this process include hiring consultants to advise on best practices ([I.B.32](#), [I.B.33](#)). Moreover, the recent spring 2016 Student Services Managers retreat also focused on how assessment drives decision making, program improvement, and resource requests ([I.B.34](#)). Standard IIC provides a more detailed explanation of the student services assessment process.

To provide overall support to the learning outcomes assessment process, the SLO coordinator conducts trainings throughout the year (see I.B.8 for additional evidence), regularly holds SLO Task Force meetings ([I.B.35](#)), provides updates to the Instructional Council ([I.B.36](#)), and attends department meetings to discuss SLOs ([I.B.37](#)). These updates ensure assessments are completed by all departments ([I.B.38](#)). In collaboration with the Office of Research, Planning and Accreditation, the SLO coordinator uses TracDat to monitor each department's progress on the assessment of outcomes. Results are presented to the Institutional Effectiveness Committee and SLO Task Force and ultimately reported in the ACCJC Annual Report ([I.B.39](#), [I.B.40](#)).

Analysis and Evaluation

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 and ultimately inform program reviews. Documentation of all assessment activities in TracDat facilitate the alignment of SLOs with PSLOs and program reviews. To ensure accurate documentation and tracking of assessments, the College continues to provide TracDat training for staff, faculty, and administrators.

The College meets the standard.

Standard I.B.3 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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.

Evidence of Meeting the Standard

As required by the ACCJC and U.S. Department of Education, Irvine Valley College (IVC) 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 (IEC) ([I.B.41](#)). 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 ([I.B.42](#), [I.B.43](#), [I.B.44](#)).

Before setting new institution-set standards for the upcoming year, ORPA presents progress data to IEC to review progress on current standards ([I.B.45](#), [I.B.46](#)). Because the standards are levels which the College must not fall below, IVC has established appropriate steps in the event standards are not met. If not met, IEC will review data to inform discussions on possible reasons and develop action steps to bring the College above standard. A proposed action plan would be communicated through the committee structure for input and eventual approval ([I.B.47](#)). 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, completion rate for unprepared students, and remedial rate ([I.B.48](#), [I.B.49](#)). 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 objective of increasing the Scorecard Student Progress and Achievement Rate (SPAR) by at least 2.5% by 2020 ([I.B.50](#)). 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 ([I.B.51](#)).

Similar to the process used to establish the College's Institution-Set Standards, IEPI metrics are discussed and reviewed in IEC and approved, using a collegial consultation process, annually. [I.B.52](#) Any changes to the IEPI goals are communicated to the college community

through representative governance and the major strategic planning committees. To communicate these established goals to the public, the framework of indicators is published on the College's "Vision, Mission and Goals" page ([I.B.53](#)).

Analysis and Evaluation

IVC continues to excel in student achievement and continues to hold itself accountable through the establishment of institution-set standards, IEPI indicator goals, and strategic plan targets. With the second highest transfer rate in the state, IVC sets challenging yet achievable standards and goals. The College annually reviews and establishes standards and goals and is continuously improving its processes for reviewing progress and engaging in ongoing dialogue with the community regarding the College's performance.

The College meets the standard.

Standard I.B.4 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) uses assessment data as part of an integrated planning process to support the College's 2014-2026 Strategic Plan, Goal 2, which states "IVC will promote students' success by enhancing the teaching and learning environment" ([I.B.54](#)). To facilitate college wide dialogue and to incorporate assessment data into college planning to support student learning and student achievement, comprehensive program reviews are required of all instructional programs every six years ([I.B.55](#), [I.B.56](#), [I.B.57](#)). Career Technical Education (CTE) programs have an additional two-year cycle ([I.B.58](#)) in which they must examine 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 the Economic Modeling Specialists Incorporated (EMSI) Data Analyst product. ([I.B.59](#), [I.B.60](#), [I.B.61](#), [I.B.62](#), [I.B.63](#), [I.B.64](#), [I.B.65](#))

Academic programs also conduct biennial updates of their program reviews as part of an ongoing process to ensure program and course offerings meet students' needs ([I.B.66](#)). Additionally, annual updates are encouraged to ensure alignment of program objectives and strategies with resource requests. Comprehensive program review reports are posted on the

Institutional Effectiveness Committee Program Review intranet page for review and to facilitate campus wide dialogue ([I.B.67](#)).

To ensure completion of student services comprehensive program reviews, the vice president for Student Services holds mandatory annual retreats for all student services managers to review and provide updates on each departments' program reviews and SSOs. 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 and SSOs, to share best practices to yield meaningful assessment data to foster data-driven conversations and actions, and to discuss how institutional research can support their needs ([I.B.68](#)). The Student Services' process for use of data to improve student learning and achievement is covered more fully in Standard IIC.

To request services and assistance from ORPA, employees can submit a research request via an online form and then check the status of a project through ORPA's website ([I.B.69](#)). As described in IB2, the College has increased ORPA staff since 2013. 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 ([I.B.70](#)).

Analysis and Evaluation

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.

The College meets this standard.

Standard I.B. Assessing Academic Quality and Institutional Effectiveness: Academic Quality

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) ([I.B.71](#)), 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 ([I.B.72](#)). During non-comprehensive years, faculty and staff provide updates to unit objectives and strategies to substantiate resource requests ([I.B.73](#)).

During comprehensive years, departments are required to engage with and use relevant data to analyze programs' strengths and weaknesses ([I.B.74](#)). 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, course and program outcomes, and student demographics ([I.B.75](#)). The report is available for download via the South Orange County Community College District (SOCCCD) inFORM Program Review Report. 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 how to access readily available data through the District's inFORM data portal and through CCCO sites (e.g., Data Mart) ([I.B.76](#), [I.B.77](#)). 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 ([I.B.78](#)).

An example of how disaggregated data has been utilized in the program review process comes from the ESL department, which works with ORPA to conduct an annual survey on 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 of transfer. Instead, many students enrolled in ESL classes to improve their conversational skills ([I.B.79](#)). These findings were then used to help plan for and develop a non-credit Adult ESL (AESL) program. AESL is now serving students who are not necessarily interested in an academic pathway, allowing them to take non-credit courses while still providing the ability to progress into credit coursework, if they choose ([I.B.80](#)).

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 the Data Analyst program through Economic Modeling Specialists Incorporated (EMSI), the research office provides data for program offerings, industry outlook, and potential employers in the region ([I.B.81](#)). Additionally, CTE programs must have an advisory committee to assist with the evaluation of the program. The advisory committee is comprised of Irvine Valley College (IVC) faculty as well as vested members of the community ([I.B.82](#)). To further support the Program Review process, all departments can submit research requests to ORPA for additional program-specific data ([I.B.83](#)). Both qualitative and quantitative research is available to departments, from classroom surveys to focus groups.

Assessment data are recorded in TracDat, the College's assessment software. To support the program review process, TracDat facilitates the mapping of course student learning outcomes (SLOs) to program student learning outcomes (PSLOs) and to institutional student learning outcomes (ISLOs) ([I.B.84](#)). SLOs are tied to a department's program review via the Department Effectiveness ("B3") section, where assessment of the effectiveness of courses and student services efforts are described ([I.B.85](#), [I.B.86](#)). The process for student services is detailed further in Standard IIC.

To better integrate the tool into the College's planning processes, IVC decided to host TracDat on its local server in 2015. As the first institution in the country to do so, IVC is able to customize the tool based on local needs and to more quickly access data saved through the application, thus ensuring 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 2016 ([I.B.87](#)) and fall 2016 ([I.B.88](#), [I.B.89](#)) as a collaborative effort between ORPA, the IT Department, and the SLO Coordinator. 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 held open labs for deans, managers, and faculty and staff members to update their learning outcomes and program review while concurrently familiarizing themselves with TracDat v5 ([I.B.90](#), [I.B.91](#), [I.B.92](#), [I.B.93](#)).

Analysis and Evaluation

The College continuously works toward achieving its mission through the comprehensive program review process, which encompasses student learning outcomes assessments. From programs to courses to student services, assessment takes place on an ongoing basis to inform planning processes and resource requests. The integration of qualitative and quantitative data creates a well-rounded review process that ultimately provides critical information to improve the student experience. These effective practices, which are maintained through continuous dialogue, allow the College to work toward serving the needs of a diverse and dynamic community. Information sessions and hands-on trainings are provided on an ongoing basis as they are critical to ensuring familiarity with, and use of, the application to record and assessment outcomes.

The college meets the standard.

Standard I.B.6 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) is committed to continuously identifying performance gaps through the disaggregation of data. Armed with data, IVC develops and implements strategies to mitigate achievement gaps, improve institutional effectiveness, and better serve students ([I.B.94](#), [I.B.95](#)).

Previously used to collect only 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” diagram ([I.B.96](#)), the process is driven by the English department chair. ORPA supports the process by providing technical and research needs, including the disaggregation of collected data to identify disproportionately impacted students. In fall 2016, results were shared with the English department to help inform strategies to mitigate performance gaps among these identified students ([I.B.97](#)). The SLO disaggregation process was presented at the 2016 Third Annual SLO Symposium ([I.B.98](#)) and 2016 Strengthening Student Success Conference ([I.B.99](#)). To eventually implement this process across all instructional departments, ORPA is currently working with the Information Technology department to automate the assessment process ([I.B.100](#)).

The practice of examining and acting on equity data is integrated into existing institutional processes, including strategic planning. As outlined under Objective 1 of the College’s 2012-2014 Strategic Plan, completion is disaggregated by prepared versus unprepared ([I.B.101](#)). Moreover, IVC’s Student Equity Plan is a three-year plan that identifies and analyzes significant trends among student subgroups ([I.B.102](#)). Focusing on five success indicators—access, course completion, ESL and basic skills completion, degree and certificate completion, and transfers—ORPA applied the percentage point gap (PPG) methodology to data analyses. These analyses were disaggregated by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status to identify disproportionately impacted subgroups. The plan outlines a goal, objectives and activities (strategies) to close of achievement gaps. Reviewed and approved through the college wide research and action process, funded activities undergo evaluations to ensure the efficacy of strategies ([I.B.103](#)). IVC also recognizes that students may be members of multiple disadvantaged subpopulations. ORPA is currently conducting multiple regression analyses to examine characteristics that predict a lower likelihood of successful completion ([I.B.104](#)).

Analysis and Evaluation

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. With the plan to implement an automated process college wide, IVC will be able to incorporate student equity into all learning outcomes assessments and program reviews.

Through its Student Equity Plan, the College additionally engages in ongoing efforts to identify and mitigate performance gaps. With a designated research and planning analyst for student equity related research, ORPA is planning to develop a student equity data 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. This dashboard will additionally be used for evaluative purposes to assess the effectiveness of funded student equity activities in increasing student success. The College continues to work toward increasing the incorporation of equity in outcomes assessments, planning, and resource allocation.

The College meets the standard.

Standard I.B.7 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 (IVC) relies on the collaborative effort of all stakeholders to regularly develop, implement, evaluate, and revise policies and practices that directly impact academic quality and support the mission of the College. The College's *Planning and Decision-Making Manual* outlines the various processes and practices each planning committee along with Academic Senate develops and regularly reviews ([I.B.105](#)). The Institutional Effectiveness Committee, for example, oversees Gainful Employment reporting practices and the regular evaluation of the program review process ([I.B.106](#)).

The College operates within a framework of board policies and administrative regulations established collegially by the district Board Policy and Administrative Regulation Committee

(BPARC) ([I.B.107](#)) and the College's strategic planning committees. In addition, at the district level, there are a number of committees that are involved in setting policies and practices that promote institutional effectiveness. Greater explanation of these planning committees is provided in Standard IV.

Through annual committee self-evaluation surveys ([I.B.108](#)) and the College strategic planning retreat ([I.B.109](#)), IVC 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 include 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 ([I.B.110](#)). Moreover, the entire college is additionally asked to evaluate the College's resource request and allocation process to gather input from faculty and staff members who are not members of a committee and not part of the resource request rating process ([I.B.111](#)).

Analysis and Evaluation

Through governance and committee structures, the College is able to communicate about, review, and improve policies and practices. These conversations include 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 increase communication about policies and practices to promote campus wide dialogue to ultimately improve processes to support student achievement.

The College meets the standard

Standard I.B.1: Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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 Irvine Valley College (IVC) for participation in and communication about college planning, assessment, and evaluation either directly by members of the campus community or through their representatives.

Governance Structure

By actively encouraging representation from all constituent groups on the various strategic planning committees, the College's governance structure allows for broad dialogue through which strengths and opportunities for improvement are identified ([I.B.112](#)). Moreover, committee calendars, agendas, minutes, and materials are posted on InsideIVC for all members of the college community to access.

An active venue for dialogue about learning outcomes assessment is the SLO Task Force, which includes representatives from a variety of academic disciplines, as well as student, research and student services representatives. Information presented at the task force is posted on the SLO Task Force intranet page ([I.B.113](#)) and also reported at department meetings, which promotes informed discussions about department assessment results and planning activities ([I.B.114](#)). Assessment results and activities are recorded and communicated broadly to the College through the comprehensive six-year program review ([I.B.115](#)).

Professional Development

Each major term commences with Professional Development Week, during which the "President's Address" highlights major accomplishments, strengths, and upcoming activities to support student learning. All employees are provided opportunities throughout the week to further develop their skills related to student learning ([I.B.116](#)). For example, workshops facilitated by the SLO coordinator provide IVC staff, faculty and administrators with the opportunity to engage in dialogue on assessment learning outcomes and best practices ([I.B.117](#) pages 5-6), ([I.B.118](#) page 5), ([I.B.119](#) page 6), ([I.B.120](#) page 5), which promote discussion on how to improve current processes.

Additionally, during the fall 2015 Professional Development Week, the Student Equity Task Force co-chair presented equity data and informed the college community on opportunities to address achievement gaps ([I.B.121](#)). As a follow up, the fall 2015 Professional Development Week offered a session focusing on how to best evaluate equity funded activities to measure effectiveness and identify additional opportunities, using assessment results to improve services offered to students ([I.B.122](#)). To ensure student equity related efforts are assessed as well as prioritized appropriately in the resource allocation process, the Director of Student Life and Equity meets with all potential equity fund recipients to review resource proposals to ensure alignment with the College's Student Equity Plan ([I.B.123](#)).

Research Office

To communicate results of assessment and evaluation activities to the institution, the Office of Research, Planning and Accreditation (ORPA) posts research findings in InsideIVC ([I.B.124](#)) as well as on ORPA's website ([I.B.125](#)). Both sites have survey results, research reports, and planning documents for the College and local community to view and utilize in planning efforts. ORPA additionally communicates with groups across the College regularly,

including planning committees, task forces, work groups, and departments. In addition to all five major strategic planning committees, participation in other work groups and task forces include the Student Equity Task Force ([I.B.126](#)), Student Success and Support Program Task Force ([I.B.127](#)), Online Education Task Force ([I.B.128](#)), Technology Advisory Task Force ([I.B.129](#)), and Basic Skills Work Group ([I.B.130](#)).

Analysis and Evaluation

Through the governance structure, professional development, and research office, the College continuously communicates assessment activities and results, fostering a culture where outcomes and data inform dialogue among and between constituent groups. Workshops and information sessions offered during the College's Professional Development Week in particular foster dialogue about assessment and evaluation activities, equipping the entire campus with necessary tools to effectively conduct learning outcomes assessments.

The expansion of ORPA provides increased support to these campus-wide efforts. With increased staffing, research is more represented on the various campus groups which ensures broad communication of evaluation results while also identifying areas that need to be assessed, thereby allowing the College to understand its strengths and weaknesses and establish priorities accordingly.

The College meets the standard.

Standard I.B.9 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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.

Evidence of Meeting the Standard

Irvine Valley College (IVC) has an evidence-based, collaborative planning process that integrates program review with the resource allocation process. Through biennial program reviews, the College continuously engages in systematic evaluation that informs comprehensive program review and resource allocation ([I.B.131](#)).

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 departments to regularly conduct program reviews ([I.B.132](#)). 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. Biennial and comprehensive reviews highlight both short- and 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.

Aside from program review, the Office of Research, Planning and Accreditation (ORPA) conducts biennial student and employee climate surveys to gather evidence about the effectiveness of IVC's programs and services ([I.B.133](#), [I.B.134](#), [I.B.135](#), [I.B.136](#), [I.B.137](#)). Results from these surveys are discussed at the annual strategic planning retreat, where college administrators discuss how to address areas of dissatisfaction to improve both employees' and students' experiences at IVC ([I.B.138](#)). Annual committed 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 ([I.B.139](#)). To address the needs of online students, the annual distance education survey collects students' feedback and evaluation of the College's online student services, such as admissions and records, registration via MySite, and the bursar's office ([I.B.140](#), [I.B.141](#)).

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 ([I.B.142](#)). Coordinators for the College's various initiatives, grants, and categorical programs continue to communicate to identify opportunities for collaboration and reduction in duplicated efforts. This document is being reviewed by the Institutional Effectiveness Committee (IEC) and, as a living document, continues to be revised to reflect current activities and these grant and initiative ([I.B.143](#)).

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, requests must provide evidence to support the requests for human, physical, technology, and financial resources ([I.B.144](#)). At the 2015 Strategic Planning and Accreditation Council (SPAC) strategic planning retreat, an analysis of resource requests revealed that resource requests linked to increasing completion rates (Strategic Objective 2.1) were consistently among the top-funded resource requests at the College ([I.B.145](#)). 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 ([I.B.146](#)).

As the College works on developing this process, evaluation results from the annual resource request process ([I.B.147](#)) provide insight and guidance on how to create a more streamlined, transparent process. 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 ([I.B.148](#), [I.B.149](#), [I.B.150](#)).

The following list outlines the College's major planning activities, retreats, summits, etc. for the past several years:

- 2016 IVC Strategic Planning Retreat ([I.B.151](#))
- 2016 District wide Planning Council Retreat ([I.B.152](#))
- 2016 High School Principals and Counselors Summit ([I.B.153](#))
- 2016 Student Equity Summit ([I.B.154](#))
- 2016 Powering the Future ([I.B.155](#))
- 2015 High School Principals Summit ([I.B.156](#))
- 2015 SPOWG meetings on Mission and Strategic Plan action items ([I.B.157](#), [I.B.158](#), [I.B.159](#), [I.B.160](#))
- 2015 IVC Strategic Planning Retreat ([I.B.161](#))
- 2015 DWPC Strategic Planning Retreat ([I.B.162](#), [I.B.163](#))
- 2015 Multiple Measures Summit (Cypress) ([I.B.164](#))
- 2014 IVC Strategic Planning Retreat ([I.B.165](#), [I.B.166](#), [I.B.167](#))
- 2014 IVC Strategic Objective Gallery Workshop ([I.B.168](#), [I.B.169](#))
- 2014 High School Principals Summit ([I.B.170](#))
- 2014 Multiple Measures Summit ([I.B.171](#))
- 2014 ATEP Summit ([I.B.172](#))
- 2013-2014 External Scan ([I.B.173](#))

Analysis and Evaluation

Irvine Valley College has made significant efforts to develop an integrated program review, planning and resource allocation process but still recognizes improvements can be made to further integrate and streamline processes. A high level of interest and activity centers on better integrating and coordinating planning and funding efforts in support of student learning and achievement. 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. Additional information on efforts to improve the resource allocation process can be found in the Quality Focus Essay.

The College meets the standard.

Standard I.C: Institutional Integrity

Standard I.C.1 Institutional Integrity

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.

Evidence of meeting the standard

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 ([I.C.1](#), [I.C.2](#), [I.C.3](#), [I.C.4](#), [I.C.5](#), [I.C.6](#)). 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 ([I.C.7](#)).

Institutional Learning Outcomes are presented in the college catalog ([I.C.8](#)). Institutional Effectiveness Partnership Initiative (IEPI) indicators are also posted on the college website ([I.C.9](#)). IVC's mission statement is posted on the college website and in the college catalog ([I.C.10](#), [I.C.11](#)). 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.12](#); [I.C.13](#)). Information about educational programs is available in the printed and online college Catalog, department websites, and college marketing materials. Information on student support services is available on each department's website ([I.C.14](#)).

The College maintains an accurate, updated, and comprehensive accreditation web page ([I.C.15](#)). The Accreditation page link can be found in the web site's footer, meaning that it is only one click away from any page on the College's web site. The Accreditation web page provides the campus community and the public access to letters from the Accrediting Commission for Community and Junior Colleges (ACCJC), College self-evaluations, interim reports, follow-up visits, and evidence related to these reports and activities ([I.C.16](#)).

Analysis and Evaluation

The College has several mechanisms for ensuring the clarity, accuracy, and integrity of information provided to students, the campus community, and the public regarding college programs, courses, schedules, learning outcomes, services, and mission statement. The college web site and the college catalog are the most important methods whereby this information is provided. The College's Accreditation status and relevant documentation is

accessible with one click from any College web page. An annual review process ensures that information published in the college catalog is accurate and current.

The College meets the standard.

I.C.2 Institutional Integrity

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).

Evidence of Meeting the Standard

Irvine Valley College provides a catalog in both print and online formats for students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures ([I.C.17](#)). The catalog is updated annually in print; an identical digital version of the catalog is available in a PDF format on the college website. The availability of the digital version via a link on the college website homepage ensures the catalog information will be easily available to current students, prospective students, employees, community members, and the general public.

The first page of the printed catalog states “For catalog updates and addenda, please refer to www.ivc.edu/catalog.” This statement addresses any issues, curriculum changes or content updates that may have occurred since the final approved catalogs have been printed ([I.C.18](#)).

The annual review process described in I.C.1 ensures the catalog, whether printed or online, provides precise, accurate and current information on all facts, requirements, policies and procedures required by Eligibility Requirement 20 (ER 20). The information in the current college catalog is broken up into the following sections and sub-sections:

Introduction ([I.C.19](#))

- Official Name, Address, Telephone number, and Website Address of the College
- Irvine Valley College’s Accreditation Status
- Academic Calendar
- Table of Contents
- South Orange County Community College District’s Vision, Missions, Core Values and District wide goals
- Board of Trustees
- District Administration

- President's Message
- Irvine Valley College's Vision, Mission, Strategic Goals and Objectives
- College Background, Governance and Funding
- Statement on Freedom of Expression, Civility and Mutual Respect
- Institutional Educational Goals and General Education/Institutional Learning Outcomes
- College Administration, names and contact information
- Academic Schools/Instructional Offices

Admissions and Registration ([I.C.20](#))

- Admission
- Application
- Resident Classification
- International Students
- Student Success and Support
- Assessment and Placement
- Registration
- Prerequisites
- Adding Classes
- Tuition and Fees
- Refunds

Courses ([I.C.21](#))

- Course Information includes course numbers, C-ID numbers explanation, UC Transfer Statements, coursework standards and expectation as well as repeatable course models
- Course Detailed information on each course including Course ID, Course Title, Units, weekly class hours, lecture, laboratory and/or learning center, UC/CSU transferability information, recommended preparation and course description.

Degrees, Certificates and Transfer Planning ([I.C.22](#))

- Degree and Certificates
- 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
- Earning a Certificate
- Earning an Associated Degree
- Program Length
- 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

Policies and Standards ([I.C.23](#))

- Academic Policies and Standards
- Academic Freedom
- Catalog Rights
- Courseload Limits
- Basic Skills Coursework Limit
- Academic Honesty and Dishonesty
- Final Examination
- 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
- Student Rights
- Grievance and Complaint Procedures
- Sexual Harassment Policy

- Student Code of Conduct

Student Resources (I.C.24)

- Financial Aid
- Counseling Services
- Veterans Services
- Supportive Services
- Online Services and Distance Education
- Bookstore
- Learning Centers for Students
- Library
- Associated Students
- Honors Program/Honor Societies
- Intercollegiate Athletics
- Additional Programs/Resources

Who's Who (I.C.25)

Administrators and Managers, names and degrees

Full-time Faculty, names and degrees

Professors and Administrators Emeritus

Part-time Faculty, names and degrees

Classified Staff

Index (I.C.26)

Campus Map/Location (I.C.27)

Analysis and Evaluation

The College provides a catalog in both print and online for students and prospective students with precise, accurate and current information on the College mission, degree, programs and courses, as well as admission requirements, policies, and procedures. The Catalog is published annually and reviewed for accuracy according to an established timeline and procedure, ensuring integrity in communication with public and providing all information required by Eligibility Requirement 20.

The College meets the standard.

I.C.3 Institutional Integrity

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 California Community College Student Success Scorecard tracks student achievement, including persistence, degree and transfer outcomes, and CTE completion and transfer rates. Irvine Valley College (IVC) publishes a link to its Scorecard results on the college website's home page (I.C.28). Student Success Scorecard data is also presented to the Board of Trustees annually (I.C.29, I.C.30). The college catalog also includes information on the Scorecard completion metrics and the *Student Right to Know* completion data (I.C.31). Accreditation status is available only one click from the College's home page via the footer or via the "About" drop-down menu (I.C.32). Learning and evaluation results are relayed to college constituents via Instructional Council, Academic Senate, and strategic planning committees (I.C.33, I.C.34, I.C.35, I.C.36, I.C.37). Student performance data is also a critical component of program review (I.C.38).

There are many facets, and thus approaches, for evaluating student learning and student success at IVC. Among these, the College evaluates and documents in TracDat student learning outcomes (SLOs) at the course level and these are mapped to program and institutional learning outcomes (I.C.39). For library and counseling services SLOs are evaluated and documented in TracDat as well, using appropriate assessments rather than course skill or information mastery (I.C.40).

Student learning and student achievement is documented regularly for assessment of longitudinal trends. One of the institution's most important key performance indicators is the completion rate of students. Transfer completion has been an area of particular emphasis at IVC, which has one of the highest transfer and completion rates of any community college in California (I.C.41). 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 (I.C.42), through social media (I.C.43), and other marketing and outreach methods and materials (I.C.44). Within the College, these and other data are made available to students and the public (I.C.45), strategic planning committees (I.C.46), committees working on specific projects such as student equity and other aspects of student success in basic skills, enrollment and retention and further disseminated to shared governance groups by their representatives on these working committees (I.C.47). College employees may also request new research or access published research studies, survey results, and planning documents on the Office of Research, Planning and Accreditation intranet page and web page, as well as access the District data mart (inFORM) to run reports on a wide array of topics (I.C.48, I.C.49).

Analysis and Evaluation

Irvine Valley College relies extensively on data to guide planning, resource allocation and decision-making. As the evidence demonstrates, data analysis underpins virtually all major college plans and functions and is shared widely among college constituencies, including students and the general public.

The College meets the standard.

I.C.4 Institutional Integrity

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

Evidence of Meeting the Standard

Irvine Valley College (IVC) 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: degree and certificate requirements; general education requirements for IVC, CSU, and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC; cross enrollment at a CSU or UC campus; transfer planning; a location map for California Community Colleges; and a location map and admissions requirements for CSU and UC schools ([I.C.50](#)).

Certificate and degree program information in the *Programs and Majors* section of the printed and online college catalog is organized by school and discipline. The following information is provided:

- Course – an overview of the content of the program
- Major – a description of what students should expect to learn and the overall purpose of the major
- Program Learning Outcomes – expected learning outcomes to be achieved upon completion of the program
- Potential Career – a description of applicable academic fields, careers and vocations for the degree and/or certificate
- Course requirements – a listing of all courses required to complete the program

In addition to the college catalog, certificate and degree information may be found on other relevant pages on IVC's website ([I.C.51](#)). For instance, each school listed in the *Academic Schools* section of the website provides links to individual academic program pages which

contain information on specific programs and degrees ([I.C.52](#)). The Office of Admissions and Records provides timelines for evaluating certificates and degrees on its *Graduation* site ([I.C.53](#)). The Career Center provides employment-related information by major on its *What Can I Do With This Major?* site ([I.C.54](#)). 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 ([I.C.55](#)). Certificate and degree information is also provided in published materials such as the Student Handbook ([I.C.56](#)), in academic program brochures ([I.C.57](#)) and certificate flyers ([I.C.58](#)) provided to students during outreach events or when meeting with counselors and in outreach materials such as *How to Become an IVC Student* ([I.C.59](#)). Students may also view course requirements for degrees and certificates in their MySite portal accounts when using My Academic Plan (MAP) ([I.C.60](#)).

Analysis and Evaluation

The college catalog, supplemented by various pages on the IVC website, provide descriptions of all IVC's certificates and degrees, including their content, expected learning outcomes, course requirements, purpose, and likely associated career paths.

The College meets the standard.

I.C.5 Institutional Integrity

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 College reviews its institutional policies, procedures and publications to assure alignment with its mission, programs and services based on the established flowchart within the *IVC Planning and Decision-Making Manual* ([I.C.61](#)). The College's Strategic Planning and Accreditation Council (SPAC) oversees four strategic planning committees: Budget Development and Resource Planning Committee (BDRPC); Academic Planning and Technology Committee (APTC); Student Success and Access, Matriculation, Marketing and Outreach (SSA/MO); and Institutional Effectiveness Committee (IEC). SPAC is charged with establishing mission-based strategic planning goals and objectives. SPAC also oversees the establishment of college practices and reviews district policies and administrative regulations, providing critical input to the district wide Board Policy and Administrative Regulation Advisory Council (BPARC) ([I.C.62](#)). College representatives also sit on BPARC, which makes recommendations to the chancellor as representatives of the colleges and of District Services. At IVC a regular part of each strategic planning committee's meeting agenda is a review of board policies being updated or created. Each committee supports the

standard by establishing agenda items on the regular review of policies, procedures, and publications among its meeting topics ([I.C.63](#), [I.C.64](#), [I.C.65](#), [I.C.66](#)). Additionally, Academic Senate is actively engaged with review of Board Policies and Administrative Regulations, particularly those concerning teaching and learning ([I.C.67](#)). Once Board Policies and Administrative Regulations have been reviewed and adopted, the date of the review is noted at the bottom of the document along with all prior review dates ([I.C.68](#)). The Office of Marketing, Public Information and Creative Services (OMPICS) offers a wide range of services—including design and editorial, broadcast, public relations, crisis communication, social media and the college website—to support the marketing of IVC to both internal and external audiences. The OMPICS staff designs and produces the print and electronic materials that adhere to the IVC branding standards and works collaboratively with members of the campus community to ensure the content is accurately reflected in all communications, assuring the integrity of IVC's mission, programs and services across platforms ([I.C.69](#)). The OMPICS also maintains the design, layout and architecture of the IVC website. The OMPICS web team works with each department to generate web content in a clear and concise manner that stays true to IVC's identity. Department staff are responsible for the accuracy and maintenance of the information displayed on their pages and are encouraged to work with the OMPICS web team to update and/or create web pages ([I.C.70](#)).

Analysis and Evaluation

The College has established procedures and committees to regularly review board policies, procedures, and publications. In addition to the catalog review procedure described and documented in Standard IC.1, the college staff also regularly review the mission statement, as described in Standard A.1, and conduct regular program review for both academic and student support services programs, as described in Standard IB.5. The quality, accuracy and consistency of digital and print publications is ensured by practices and guidelines put in place by the Office of Marketing, Public Information, and Creative Services.

The College meets the standard.

I.C. Institutional Integrity

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

Evidence of Meeting the Standard

The Irvine Valley College (IVC) website “Student” tab includes a section of links called “Paying for College” ([I.C.71](#)) that directs students to relevant links including the Bursar’s Office ([I.C.72](#)) with links explaining costs and payment options, the Financial Aid Office ([I.C.73](#)), and a separate link for information about scholarships ([I.C.74](#)). In the on-line schedule, textbook information is posted, including links to the Bookstore ([I.C.75](#)). 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.76](#)) and the College Net Price Calculator is available online to help students estimate the cost of their attendance at IVC ([I.C.77](#)).

Information about tuition, fees and payment options are available on the Bursar’s Office website ([I.C.78](#)), the Student Handbook [I.C.79](#), and in the college catalog. Information on financial aid options, including cost of attendance ([I.C.80](#)) and net price calculator ([I.C.81](#)), are available on the Financial Aid website. The College accurately informs current and prospective students about the total cost of education, including fees, tuition, textbooks and other potential required fees, and students are informed of specifics in the class syllabus covered during the first class meeting ([I.C.82](#)).

Information about required textbooks is available in the online class schedule by clicking on “Book Info.” This information is provided by the 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 are available on the college’s Gainful Employment website ([I.C.83](#)).

Analysis and Evaluation

Irvine Valley College uses multiple modalities to accurately inform and educate both current and prospective students about their total cost of education, including tuition, fees, textbooks, and other relevant costs.

The College meets the standard.

I.C.7 Institutional Integrity

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.

Evidence of Meeting the Standard

The College abides by an Academic Freedom Statement, published in the online and printed catalog ([I.C.84](#)), that is aligned with District Board Policy 6120, Academic Freedom ([I.C.85](#)). The College also provides a Statement of Freedom of Expression, Civil Discourse, and Mutual Respect on the website and in the Policy and Standards section of the catalog ([I.C.86](#)).

Board Policy 8000 (Speech and Advocacy [I.C.88](#)) 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.

Analysis and Evaluation

The College is committed to academic freedom, freedom of expression, and civil discourse as is clearly stated in the relevant policies, statements, and guidelines.

The College meets the standard.

I.C.8 Institutional Integrity

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

Evidence of Meeting the Standard

In accordance with Board Policy 5401 (Student Conduct) and Administrative Regulation 5401 (Standards of Student Conduct), the College publishes a statement on Academic Honesty and Dishonesty in the catalog ([I.C.89](#), [I.C.90](#), [I.C.91](#)) AR 5401, and the statements on academic honesty include definitions of such terms as falsification, plagiarism, and cheating. They also make clear students' responsibilities for ethical conduct ([I.C.92](#)). The Student Code of Conduct is also available on the Office of Student Services website ([I.C.93](#)) and the Campus Policies website ([I.C.94](#)). The Student Handbook also provides guidance on the student code of conduct, the College's smoke-free campus policy, sexual harassment, gender equity, grievance procedures (including – Title IX Notice, Section 504/Americans

with Disabilities Act Compliant/Grievance Procedure), Facebook posting guidelines, and possible disciplinary actions ([I.C.95](#)).

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 reprimand, a written reprimand, a requirement to receive a mental health clearance, placement on disciplinary probation, and suspension or expulsion, depending the severity and frequency of the offense ([I.C.96](#)).

Analysis and Evaluation

The College has adopted policies and procedures to promote academic honesty and provide for potential sanctions for violations. The policies and procedures are widely available in print and online and are communicated to students through several channels, including the catalog, the Student Handbook, and the college website.

The College meets the standard.

I.C.9 Institutional Integrity

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

Evidence of Meeting the Standard

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner.

Board Policy 8000 states, in part:

The District desires to provide the best available curriculum and facilities in order to encourage its students to matriculate, study, graduate, obtain a place of employment, or go on to obtain a further degree...Maintenance of an atmosphere conducive to learning on campus in order to further the educational process is essential to the District, its students, faculty, and staff. This policy is intended to further the District's

substantial interests in 1) protecting student health and safety; 2) preventing substantial disruption of the learning environment and the orderly operation of District campuses; and 3) preserving District facilities for their intended use...

([I.C.97](#))

Additionally, Board Policy 6120 states:

The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution ([I.C.98](#)).

The College's statement on Freedom of Expression, Civility and Mutual Respect, published in the catalog, describes the importance of mutual respect and recognizes the rights of others even in an environment consummately dedicated to freedom of speech:

The Irvine Valley College community recognizes the important role of freedom of expression, civility and mutual respect in fostering a healthy and productive college environment. Therefore, the College encourages an atmosphere of professionalism and cooperation, in which each member's roles and responsibilities are understood and appreciated, and in which the free expression of all opinions, beliefs and ideas is encouraged and respected ([I.C.99](#)).

Moreover, the IVC Faculty Manual (p. 16) clarifies the responsibility of faculty to deliver instruction that meets the established learning objectives and outcomes for a class:

All faculty members are expected to teach the content identified in the Course Outline of Record (COR). The learning objectives, methods of evaluation, and course content components of the COR are published on the details page of the on-line schedule of classes and are thus, available to view by anyone with internet access ([I.C.100](#)).

Additionally, as stated in the catalog, students have the right to be protected from harassment, insults, and abusive or unlawful behavior. Any college personnel or students found to be in violation of these standards will face disciplinary action that is "prompt, effective, and commensurate with the severity of the offense" ([I.C.101](#)).

Analysis and Evaluation

The District has policies, standards, and procedures in place to ensure faculty and other employees are fair, civil, and objective in their speech and behavior.

The College meets the standard.

I.C.10 Institutional Integrity

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

Irvine Valley College is a public institution open to all students regardless of race, religion or creed. The College does not seek to instill specific beliefs or world views. Moreover, aside from promoting conduct conducive to learning, the College and the District do not promote any particular codes of conduct. The commitment to an open, pluralistic environment is evident in the College's Statement on Freedom of Expression, Civility and Mutual Respect:

To achieve these goals, the College invests its resources in expressing its commitment to free expression, civility, and mutual respect in college publications, including college handbooks and manuals; in proactive education for all employees; by sponsoring projects and activities that bring people together in a spirit of hospitality, service, appreciation, and camaraderie; through regular open forums intended to foster the exchange of ideas; through maintaining open, inclusive and transparent decision-making processes, with regularly published results; and through a peer-driven process—in which all of the governance groups participate and contribute—for dispute resolution, one focused in finding mutually agreeable solutions ([I.C.103](#)).

Additionally, a primary goal of the District-wide strategic plan is to “foster an environment characterized by creativity, innovation, respectful interactions and collaboration” ([I.C.104](#)).

Analysis and Evaluation

The mission and vision of Irvine Valley College and the mission, vision, and values of the South Orange County Community College District clearly show that the College and the District do not seek to instill specific beliefs or worldviews.

The College meets the standard.

IC.11 Institutional Integrity

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.

This standard does not apply to Irvine Valley College.

I.C.12 Institutional Integrity

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

Irvine Valley College (IVC) has striven to comply with all Commission requirements since it was first accredited. Where recommendations have been made in the past, the College and District have taken expeditious action to address them. The president, accreditation liaison officer (ALO), and the Accreditation Oversight Work Group keep the Board of Trustees and the college community informed about changes in accreditation standards and the College's self-evaluation efforts and plans ([I.C.105](#), [I.C.106](#)).

During the last Accreditation cycle in 2010, the College submitted a self-evaluation report. The site visit occurred shortly thereafter. In 2011 the College provided further updates in its Accreditation Midterm Report in response to the visiting team's recommendations. Both reports provide evidence of the College's commitment to comply with eligibility requirements ([I.C.107](#)). The College also submitted a substantive change proposal for online education, adult English as a second language, global studies and biotechnology in fall 2016 ([I.C.108](#)).

In preparation for the current comprehensive self-evaluation and site visit, the college community engaged in a broad-based effort over an extended period of time. The self-evaluation process included the following efforts, activities, and presentations ([I.C.109](#)):

- | | |
|----------------------|---|
| August 1, 2015 | Accreditation Update – Flex Week |
| August 1, 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 18-28, 2016 Afternoon Edit Sessions
- October 24, 2016 Review and Comment Period
- October 24, 2016 Board Presentation – Accreditation Process
- October 25, 2016 Third Party Comment – Forum and Webpage Launch

For purposes of communicating with the public and the campus community regarding the College's Accreditation status, the College maintains an Accreditation webpage. This webpage can be accessed from a link in the college website footer; it is therefore only one click away from any page on the IVC website. The Accreditation web page is publicly accessible and contains all documents necessary for complete disclosure including communications from the ACCJC, reports, substantive changes, and other supporting documents ([I.C.110](#)).

Analysis and Evaluation

Irvine Valley College complies with all ACCJC standards, guidelines, and requirements. All required reports and other documents are submitted to the Commission in a timely manner. The college website maintains an archive of past self-evaluation reports and other accreditation documents. Accreditation at IVC is an ongoing process, and the College continuously engages in the process of staying current with accreditation requirements in order to meet and, where possible, exceed them.

The College meets the standard.

I.C.13 Institutional Integrity

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.

Evidence of Meeting the Standard

Irvine Valley College (IVC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College has been continuously accredited since 1986. The latest Accreditation self-evaluation and associated evidence is available to the public on IVC's Accreditation web page. The College also submitted a substantive change proposal for online education and new programs in September 2016 ([I.C.111](#)). Through full disclosure on its Accreditation page, the College demonstrates its commitment to honest and open relationships with external agencies and compliance with regulations, statutes, and rules set forth by governmental agencies.

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 ([I.C.112](#)).

IVC has one program that requires external Accreditation: the paralegal program. As paralegal is a new program at IVC, the College has recently begun the accreditation process and will be having its initial site visit on December 5th and 6th, 2016. Other college programs, such as Athletics and Financial Aid, comply with additional state and federal regulations. The Athletics program complies with the rules and regulations of the California Community College Athletic Association (CCCAA). To remain in good standing with the CCCAA IVC completes an external program review report and files it with the Orange Empire Conference ([I.C.114](#)). Athletics also complies with federal Title IX equity regulations ([I.C.115](#)) and submits an Equity in Athletics Disclosure Act report to the federal Office of Postsecondary Education ([I.C.116](#)). The College also complies with regulations to post Institutional Effectiveness Partnership Initiatives (IEPI) goals ([I.C.117](#)), links to the Student Success Scorecard ([I.C.118](#)), Gainful Employment disclosure ([I.C.119](#)), and federal attendance cost information disclosure requirements ([I.C.120](#)).

IVC's Financial Aid Office communicates with the U. S. Department of Education, providing documentation on a regular basis in order to comply with federal Title IV regulations regarding the administration of federal financial aid programs. In recognition of the College's compliance and good standing, the College is certified with the U.S. Department of Education to provide federal financial aid to students ([I.C.121](#)). The College is also in good standing with the California Student Aid Commission, allowing students to apply for and obtain CalGrants ([I.C.122](#)).

Analysis and Evaluation

As the documentation on the College's Accreditation web page indicates, IVC adheres to the Eligibility Requirements, Accreditation Standards and Commission policies of the ACCJC. Moreover, IVC describes itself in identical terms to each of its accrediting agencies. The College's website is used to communicate any changes in its accredited status and provide disclosure for any information required by the Commission. The College complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure. Moreover, the College complies with state and federal reporting and requirements.

The College meets the standard.

I.C.14 Institutional Integrity

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

In compliance with Title 5, Irvine Valley College (IVC) operates as a non-profit organization supported by local real estate taxes ([I.C.123](#)). As a non-profit institution, the College has no responsibility or mechanism for generating financial returns for investors, nor does it support any external interests beyond serving its students, its community, and its mission. IVC's commitment to high-quality education, student achievement, and student learning is evident in its mission statement which guides its integrated planning with a focus on student learning, completion, and closing the achievement gap ([I.C.124](#), [I.C.125](#)). IVC also provides innovative, high quality student support services ([I.C.126](#), [I.C.127](#)) and extensive staff and faculty professional development ([I.C.128](#), [I.C.129](#), [I.C.130](#)) in part through participating in major initiatives such as guided pathways and basic skills transformation ([I.C.131](#)).

Analysis and Evaluation

Irvine Valley College is a non-profit college whose primary function is to enable its students to learn and achieve their educational goals. All institutional resources are dedicated to supporting this mission, not to generating financial returns or to supporting external interests.

The College meets the standard.

Standard II: Student Learning Programs and Support Services

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

Introduction

Irvine Valley College (IVC) offers programs and services that are aligned with the College's mission and established standards for higher education institutions. In response to IVC's 2010 Accreditation Report, two of the twelve ACCJC recommendations required for reaffirmation of Accreditation centered on Student Learning Outcomes (SLO) development, assessment, and use of results.

- College Recommendation 1: *In order to ensure that the college will meet the Commission's expectations regarding Student Learning Outcomes by 2012, the team recommends that the college expand the identification of assessment strategies for SLOs, implement those strategies, and use the results for continuous quality improvement.*
- College Recommendation 2: *In order to improve, the team recommends that the effectiveness in producing student learning outcomes—the development and assessment of learning outcomes—be a required component, routinely incorporated in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes*

As outlined in the 2013 Irvine Valley College Midterm Report ([II.A.1](#)), and the discussion that follows in Standard II.A.3 (where evidence of meeting the standard is presented), IVC has and continues to make improvements in the area of outcomes assessment.

The College has expanded strategies for improved outcomes assessment by:

- Developing comprehensive timelines for robust student learning and administrative unit outcomes and reporting as part of the Program Review Process ([II.A.2](#), [II.A.3](#)).
- Allocating resources to support a SLO Coordinator and SLO Liaisons to assist faculty in their efforts to maintain sustained SLO assessment cycles and dialogue ([II.A.4](#)).
- Allocating institutional resources to purchase TracDat to input outcomes, assessment results, and use results; and to generate reports ([II.A.5](#), [II.A.6](#), [II.A.7](#), [II.A.8](#), [II.A.9](#)).

- Mapping course-level SLOs to program and institutional SLOs ([II.A.10](#)).
- Offering professional development week presentations and training sessions for faculty, staff, and administrators ([II.A.11](#), [II.A.12](#)).
- Including SLO development and assessment as a component of faculty performance evaluations ([II.A.13](#)).
- Including SLOs on course syllabi ([II.A.14](#), [II.A.15](#))
- Creating a SLO Task Force, which meets twice per month and reports to the Institutional Effectiveness Committee and the Academic Senate ([II.A.16](#), [II.A.4](#), [II.A.17](#), [II.A.18](#))

Standard II.A: Instructional Programs

Standard II.A.1. Instructional Programs

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.

Evidence of Meeting the Standard

Irvine Valley College offers instructional programs that are consistent with the College's mission and offered in fields of study appropriate for higher education. A comprehensive list ([II.A.19](#)) of the programs that are offered at IVC is available to students and the public on the catalog page of IVC's website: www.ivc.edu/catalog.

IVC offers 91 Associate Degrees and 67 Certificates ([II.A.19](#)). Regardless of location or means of delivery, IVC ensures all instructional programs culminate in student attainment of identified student learning outcomes. IVC maintains current articulation agreements with other colleges and universities that can be found on the ASSIST website ([II.A.20](#), [II.A.21](#)). Students who are planning to transfer to the University of California (UC) or California State University (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Plan in lieu of the local general education plans outlined in the AA, AS, AA-T, and AS-T offerings ([II.A.22](#)).

For CTE courses and programs, standards for quality are also maintained by the regional approval process for program development through the *Los Angeles, Orange County, and Riverside County Regional Consortia* (LAOCRC) ([II.A.23](#), [II.A.24](#), [II.A.25](#), [II.A.26](#)), biennial program review, and annual advisory committee meetings. Additional information about CTE programs may be found in Standard II.A.14.

Analysis and Evaluation

The instructional programs at IVC are offered in fields of study appropriate to higher education and culminate in students transferring to higher education programs and/or attaining degrees, certificates, and vocational skills that are needed for employment. The review and approval processes for courses and programs ensure alignment with the College mission ([II.A.2](#)). To assist students with their educational and career goals, the District and College are implementing technology solutions including developing a Student Success Dashboard and Degree Audit software scheduled for release in 2017.

The College meets the standard.

Standard II.A.2. Instructional Programs

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

Board Policy 2100.1 (Delegation of Authority to the Academic Senate) ([II.A.27](#)), establishes that the faculty are primarily relied upon for matters involving curriculum. In practice, all faculty teaching a given course, regardless of assigned mode of instructional delivery, use the same course outline of record (COR) ([II.A.28](#), [II.A.29](#)) that has been vetted through the curriculum process. The COR establishes course objectives; methods of instruction and assessment; learning outcomes, and offers suggestions for reading and writing assignments, and textbooks.

Continuous improvement for courses and programs is formalized through outcome assessment and the Program Review Process ([II.A.30](#)). Outcomes assessment are done at the course, program, and institution level ([II.A.31](#), [II.A.32](#)). All SLOs and assessment methods are the same regardless of mode of instruction and the results are analyzed and discussed to assess effectiveness and make changes to established teaching methodologies. Program Reviews ([II.A.30](#)) include multi-layered approaches to determine the relevance, appropriateness, and currency of each program, regardless of program type ([II.A.33](#)) ([II.A.34](#)). The use of statistics and assessment data from SLOs provide the basis to review each program accurately and determine whether pedagogical or programmatic changes may be necessary. Additional information about courses and programs is provided in Section II.A.3.

Analysis and Evaluation

IVC ensures the curriculum meets academic and professional standards through the curriculum review and approval process. The faculty regularly assess learning outcomes for courses and programs as a means of promoting student success.

The College meets the standard.

Standard II.A.3. Instructional Programs

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

Evidence of Meeting the Standard

The College has identified course and program level outcomes for all courses and programs ([II.A.35](#), [II.A.32](#), [II.A.10](#), [II.A.36](#), [II.A.37](#)). The development and implementation of learning outcomes is supported through the efforts of participatory governance committees/councils (IEC, Academic Senate, Curriculum Committee) and the SLO Coordinator.

A component of the faculty evaluation process includes participation in SLO development and assessment, and inclusion of SLOs in class syllabi ([II.A.13](#), [II.A.38](#)). The Academic Employee Master Agreement ([II.A.3](#)) indicates that:

- Department chairs are responsible for “program and curriculum development and review, [and] SLO development and evaluation.” (page 36)
- Recommendations for continued employment for all faculty are based on items including information regarding participation in curriculum development and review, and development and assessment of student learning outcomes.” (pages 45, 48, and 50)

IVC uses TracDat ([II.A.5](#), [II.A.40](#)) as the repository for Student Learning Outcomes for all courses and programs offered at the College ([II.A.31](#), [II.A.6](#), [II.A.7](#), [II.A.41](#), [II.A.42](#)). The College promotes best practices ([II.A.43](#)) and 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 that are outlined on page 25 of the Faculty Manual ([II.A.44](#)) and page 18 of the Online Education Faculty Handbook ([II.A.45](#)).

Analysis and Evaluation

IVC has SLOs identified for all courses and programs, and the assessment results are discussed by department faculty and entered into TracDat for future data retrieval and discussion when the course is reviewed or when data is needed for program reviews and resource requests. In addition, training for faculty, staff, and administrators has been conducted to promote buy-in and increase the effectiveness of the outcomes assessment process ([II.A.11](#), [II.A.46](#), [II.A.47](#), [II.A.48](#)).

The program review process ([II.A.30](#)) at IVC includes a discussion of SLOs for the program in terms of evaluating the program for effectiveness of student learning ([II.A.33](#)). The current SLO process at IVC maps course SLOs to program SLOs (PSLOs) and then identifies the effectiveness of the PSLOs through the results of the course SLOs that are tied to each PSLO. ([II.A.49](#))

The college procedures for developing and assessing SLOs promotes ownership of the SLO process by each department. While TracDat is used as the main repository for SLOs, assessments, results and use of results, all new and revised courses are required to attach SLOs to the COR with the understanding that they will be updated in TracDat. Attaching the SLOs to the COR during the curriculum development and review process ensures that all courses have SLOs identified prior to the course being taught. Please see Standards I.B.1, I.B.2, and I.B.6 for additional discussion and examples of SLO implementation at IVC.

The College meets the standard.

Standard II.A.4. Instructional Programs

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 on and succeed in college level curriculum.

Evidence of Meeting the Standard

The College distinguishes its pre-collegiate level curriculum in the course outline of record and in the catalog using the established nomenclature ([II.A.50](#)):

- 1–99 Courses in this range generally transfer to both CSU and UC.
- 100–199 Courses in this range generally transfer to CSU but not to UC.
- 200–299 Courses that may occasionally carry transfer credit to four-year institutions. Courses in this range include those intended for skill development and for continuing education (whether related to employment or personal development).
- 300–399 Basic skills courses. Courses in this range are not applicable to associate degrees or certificates, nor do they carry transfer credit to four-year institutions. These courses do not count toward the 60-unit requirement for graduation and are not used in calculating students' grade point averages for associate degrees or certificates.

Pre-collegiate level curricula in reading, English, English as a Second Language (ESL), and mathematics prepare students for college level curriculum. Course schematics ([II.A.32](#)) in English, ESL, and Math identify the pathway that students need to take to college-level courses.

The College provides support services to students enrolled in pre-collegiate courses including counseling ([II.A.51](#)), tutoring ([II.A.52](#)), advising ([II.A.53](#)), and financial aid ([II.A.54](#)). These services are discussed in detail in Standard II.C.

To assist students, the College provides placement test guides, remediation modules, and basic skills accelerations pathways ([II.A.55](#)). Prospective students are offered assessment information including short tutorials on Math and English ([II.A.56](#)). The English and ESL faculty have created accelerated courses for students who have tested into the pre-collegiate level. These accelerated classes combine 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. The Math department determined there was a need for developmental math modules ([II.A.57](#)) to assist students in developing essential skills to be successful in pre-collegiate math courses.

Analysis and Evaluation

IVC is committed to meeting educational needs of students in pre-collegiate courses. Pre-collegiate courses in English, reading, ESL and mathematics are offered to help students improve their skills and abilities. Support services and accelerated pathways are offered to help students succeed and progress on college-level courses. The math department has provided students and prospective students' access to tutorials and sample tests to help students review concepts with the goal of placing students into a higher math course, thus reducing or eliminating exit points for students.

The College meets the standard.

Standard II.A.5 Instructional Programs

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

In accordance with Title 5, Section 55063 of the California Code of Regulations and Board Policy 5600 (Associate Degree Requirements [II.A.58](#)), IVC requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate's degree ([II.A.19](#)).

The breadth, depth, quality, rigor, time to completion, and course sequencing for the college's programs are determined through the aforementioned curricular and program development and review processes ([II.A.30](#), [II.A.59](#)); and in accordance with the Chancellor's Office *Program and Course Approval Handbook* ([II.A.60](#)) and the Academic Senate for California Community Colleges' *The Course Outline Record: A Curriculum Reference Guide* ([II.A.61](#)). For CTE programs labor market analysis and input from advisory committees and regional consortia are also used to develop programs and make modifications, if necessary ([II.A.25](#)).

Analysis and Evaluation

IVC follows practices common to institutions of higher education in designing degree and certificate programs. The Academic Senate serves as the college's curriculum committee, so faculty expertise ensures academic quality and rigor, and to ensure that curriculum proposals are in accordance with established best practices outlined in the Curriculum Guide and policies outlined in the PCAH ([II.A.42](#)).

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. All degrees are compliant with federal and state mandates. CTE programs receive at a minimum biennial program review ([II.A.63](#)) including feedback from advisory committees to ensure that the coursework and sequencing are in line with workforce development needs.

The College meets the standard.

Standard II.A.6. Instructional Programs

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 Office for Instruction oversees the scheduling component of enrollment management using principles guided by access, bottleneck reduction, and increased throughput to increase student success and institutional effectiveness. To provide a variety of opportunities for students to pursue their educational goals, classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online.

Department chairs, in consultation with the academic deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study in two years ([II.A.64](#), [II.A.59](#)). In addition, the chairs and deans use historical enrollment data, the waitlist system, and faculty input to help determine students' need for courses in order to reduce bottlenecks and facilitate students completing programs within a reasonable period of time, particularly in impacted areas. Additionally, IVC uses block scheduling ([II.A.65](#)), Saturday scheduling and a newly established weekend college program ([II.A.66](#)) to help students who are unable to attend a traditional college schedule find convenient times to enroll in courses.

Analysis and Evaluation

IVC is currently experiencing scheduling challenges as writing and mathematics courses have large waitlists. The institution is 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, the College has improved the waitlist system to give students more information about available courses as well as to provide the College with more accurate data about demand through the use of unduplicated waitlist counts.

Academic planning is a key component that enables students to complete programs in a timely manner. 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 0.5 unit counseling courses for how to achieve degrees using the IVC GE, IGETC, and CSU GE patterns depending upon the students' goals ([II.A.53](#), [II.A.67](#), [II.A.22](#)). Students are encouraged to complete a comprehensive MAP in order to register for classes. Please see Standard II.C for more information about support services.

The College meets the standard.

Standard II.A. 7. Instructional Programs

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

The College offers day, evening, weekend, on-campus, off-campus, credit, noncredit, distance learning, and hybrid courses. Pedagogical methods and instructional delivery modes are approved through the curriculum approval process ([II.A.68](#)). Established instructional methods include: universal design ([II.A.69](#)), small-group discussions, project-based learning, performance-based learning, learning communities, and work experience/service learning.

To support student success, the College offers professional development opportunities at the beginning of every semester that include discussions about student learning and pedagogy ([II.A.12](#)) in an effort to promote the successful delivery of instruction formats to engage different learning styles. School, department, committee, and task force meetings discuss scheduling and best pedagogical practices for their programs on an annual basis ([II.A.70](#)) ([II.A.71](#)). 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 support of equity and success for all students, the College employs a full-time alternate media specialist, and offers online library resources and online tutoring to ensure that students have access to the tools they need for success. Support services are discussed in detail in Standard II.C.

Analysis and Evaluation

IVC provides opportunities for all students, regardless of learning styles, abilities, or location, by offering courses and support services in several modalities. The College offers courses in varying delivery modes, and tracks enrollment, retention, and success in each mode of delivery. Faculty engage in professional development activities to enhance their ability to meet the student's needs, and learning support services are available on campus and online.

The Online Education Task Force 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. Faculty are encouraged to use multiple modes of instruction involving a combination of audio, visual, written, and kinetic activities. Faculty members are also encouraged to improve their skills through the use of the *Online Education Faculty Handbook* ([II.A.45](#)) and through training offered through @One ([II.A.72](#)), which covers different learning styles for online instruction.

The College meets the standard.

Standard II.A. 8. Instructional Programs

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

IVC currently has home-grown math, English, and ESL assessment exams that are locally validated and approved by the CCC Chancellor's Office ([II.A.73](#)). The validation process includes assessment of content validity, reliability, bias, and disproportional impact ([II.A.74](#), [II.A.75](#)). The validation process requires testing a minimum of 150 students and correlating their placement with their performance. In addition to these assessment exams, IVC has implemented the use of multiple measures, so students are also placed into classes using AP exam scores, grades/transcripts from other accredited colleges and universities, and high school GPA and transcripts.

Analysis and Evaluation

IVC and Saddleback College were scheduled to use the assessment instrument developed through the Common Assessment Initiative (CAI) in spring 2017 for placement in fall 2017, but in late August 2016 the CCC Chancellor's Office announced a delay because of incomplete assessment validation. In the near future, the colleges will use the CAI assessment instrument (validated by the Research & Planning Group for California Community Colleges) and multiple measures to place students into courses. Please see Standard II.C.7 for additional discussion and examples regarding assessment instruments.

The College meets this standard.

Standard II.A.9. Instructional Programs

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 on non clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

IVC awards degrees and credits based on commonly accepted standards for higher education and student attainment of learning outcomes. Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) maintains that degrees shall be conferred upon students who have

“demonstrated competence in reading, written expression, and mathematics, and who have satisfactorily completed at least 60 semester units of college work.” In addition, the IVC Catalog ([II.A.19](#)) and Board Policy 6105 (Graduation Requirements for Degrees and Certificates of Achievement) ([II.A.76](#)) establish that for degree awards, student must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted towards the degree, and all courses in the major must be completed with a grade of “C” or better (Title 5 § 55063). All certificate awards have the same student academic standards as degree awards, meaning, a grade of “A,” “B,” “C,” or “P” must be earned for all courses in the certificate program ([II.A.19](#)).

IVC uses the State Attendance Accounting Methods that are based on Title 5 California Code of Regulations sections 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5 outlined in the PCAH ([II.A.77](#)). Accordingly, IVC grants “one unit of credit as a minimum of 48 hours and maximum of 54 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework hours.”

Table II.A.1: Student Learning Hours

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	2	0

To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the college’s curriculum management software, CurricUNET ([II.A.68](#)).

Analysis and Evaluation

IVC awards units of credit consistent with institutional policies that follow generally accepted norms or equivalencies in higher education. IVC students are awarded course credit in a given course when they achieve the learning outcomes stated in the COR ([II.A.28](#), [II.A.78](#)) and successfully complete the course by earning a passing grade. Achievement of course outcomes is gauged by student performance on tests, projects, presentations, papers, and/or other assessments an instructor may use to determine sufficient mastery. Each

class must conform to the approved COR which specifies objectives/outcomes for student learning and methods of evaluation. These policies and practices delineate consistent parameters for awarding units of credit and are in compliance with state and federal regulations. Information and resource materials are published in the college catalog.

The College meets the standard.

Standard II.A.10. Instructional Programs

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

IVC grants credit for college units earned at regionally accredited institutions of higher education ([II.A.79](#)). The College makes information about the transfer of credits available to its students through the college catalog ([II.A.79](#)), counseling services ([II.A.51](#)), the transfer center ([II.A.80](#)), and the college website. IVC maintains articulation agreements with both in-state and out-of-state colleges, which are available to students at ASSIST.org ([II.A.20](#)).

In an effort to certify that the learning outcomes for transfer credits are comparable to the outcomes for IVC courses, faculty, counselors, and evaluators in the Admissions and Records Office (A&R) review the student's transcripts and periodically request that the student submit a copy of the syllabi or COR from the other institution. The Articulation Officer is responsible for verifying the alignment of learning outcomes prior to entering into articulation agreements and submitting ASSIST updates.

Analysis and Evaluation

Students attending IVC may use lower-division units earned at regionally accredited institutions. Evaluators in A&R review courses to establish equivalency and consult with the Articulation Officer and academic departments as necessary. IVC has agreements with 13 other regional community colleges. These agreements are designed as a counseling guide to facilitate the lateral use of courses among the Region 8 colleges for the associate degree general education and major requirements.

The College meets the standard.

Standard II.A.11. Instructional Programs

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

IVC has established institutional education goals (IEGs) and associated institutional student learning outcomes (ISLOs) for the following competencies: communication; critical thinking; problem solving, and information access and analysis; global awareness; aesthetic awareness; and personal, professional and civic responsibilities ([II.A.82](#)). All program and course student learning outcomes map to one or more ISLO ([II.A.10](#), [II.A.82](#), [II.A.83](#), [II.A.84](#), [II.A.85](#), [II.A.86](#)). Because individual IVC courses contribute to one or more areas of the five institutional outcomes (ISLOs), students completing an associate degree at IVC will develop skills in quantitative analysis, analytic inquiry and critical thinking. In addition, the students will expand their information and communication competencies and their ability to engage in diverse perspectives and understand ethical reasoning. Certificates in the CTE area include these outcomes, as appropriate to the program, and include program-specific skills needed to enter the workforce.

Table II.A.2: Desired Competency and Corresponding Institutional Student Learning Outcome

Competency	Institution Student Learning Outcomes
Communication	Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Information	Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
Quantitative	Apply mathematical approaches and computational techniques to solve problems; to manipulate and interpret data; and to disseminate the data, methodology, analysis, and results.
Analytic Inquiry	Apply the fundamentals of scientific inquiry to real-life and hypothetical situations.
Ethical Reasoning	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.
Engage in Diverse Perspective	Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.

Analysis and Evaluation

All degrees of the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through major requirements or through meeting general education requirements. To illustrate, the College promotes the understanding and appreciation of diverse perspectives by making it part of the student learning goals established by the ISLO under the heading of Global Awareness. Students should therefore be able to:

- 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 general education required to obtain an AA or AS at IVC includes courses in various areas that promote student understanding and appreciation of diverse perspectives: social sciences; cultural diversity; humanities; and fine arts and languages. Combined, these requirements indicate that a student obtaining a degree from IVC will have taken at least four courses with an emphasis on diverse and global perspectives.

The College meets the standard.

Standard II.A.12. Instructional Programs

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 Meeting the Standard

Board Policy 5600 (Associate Degree Requirements) ([II.A.58](#)) requires a component of general education for associate degree awards ([II.A.22](#)). Relying on faculty expertise through the Curriculum Committee, SLO Task Force, and Academic Senate, IVC developed a general education philosophy statement that is published in the catalog ([II.A.87](#)) and supports

the notion that “one’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines.”

There are three general education plans that a student may follow to receive an associate degree, specifically, the CSU Certification, IGETC, and the native IVC General Education pattern ([II.A.22](#)). All three general education patterns prepare students for responsible civic participation, lifelong learning, and introspective approaches to the arts, humanities, and sciences.

Analysis and Evaluation

At IVC, “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.” ([II.A.87](#)). Therefore, a substantial component of general education is required for all IVC degree programs. Faculty, including the expertise of the articulation officer, determine the appropriateness of each course for inclusion in the general education curriculum. Since students must successfully complete at least one course, and in some cases more than one course, from each general education area, the SLO Task Force examines course outlines and affirms each course contains appropriate content for the knowledge area in which it is placed to ensure that students have a good opportunity to develop the intended intellectual skills and knowledge irrespective of the courses they choose.

The College meets the standard.

Standard II.A.13. Instructional Programs

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

Evidence of Meeting the Standard

In accordance with Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) all degree programs include a major (i.e. a focused area of study) ([II.A.88](#)). Students must therefore complete a minimum of 18 units in a major or area of emphasis to receive an associate degree. All degree programs have student learning outcomes ([II.A.19](#)) that are reflective of the established competencies for a degree in higher education.

Analysis and Evaluation

The Curriculum Committee and Academic Senate rely on the expertise of discipline faculty to ensure that all degrees include an appropriate focus of study in a major or area of emphasis; the development and revision of all degree programs requires the identification of a major or area of emphasis ([II.A.89](#)). Prior to submission to the Board of Trustees for approval, programs are thoroughly vetted. This review process assures that programs focus on student learning outcomes and competencies that are appropriate for the given field of study.

IVC offers six degrees with areas of emphasis ([II.A.19](#)). During the 2015-2016 academic year, the curriculum committee initiated the review process of these degrees ([II.A.89](#)) and faculty—discipline experts—have been tasked with identifying core courses, where needed, and reviewing interdisciplinary elective courses in consultation with the departments. The review process should be completed by spring 2017.

The College meets the standard.

Standard II.A.14. Instructional Programs

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

To ensure that graduates completing CTE degrees and certificates demonstrate employer-expected competencies, CTE programs are reviewed biennially using labor market and employment forecasting information ([II.A.63](#), [II.A.91](#), [II.A.92](#), [II.A.93](#), [II.A.94](#)); each program has annual advisory committee meetings ([II.A.95](#), [II.A.96](#), [II.A.97](#)); prior to local approval, curriculum is approved through local consortia, LAOCRC ([II.A.24](#)); and the IVC CTE Task Force meets monthly to discuss curriculum, pedagogy, industry needs, and provide training ([II.A.26](#)).

Analysis and Evaluation

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 revisions ([II.A.98](#)). The faculty and deans of 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 when 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. IVC also participates in the Career & Technical Education (CTE) Employment Outcomes Survey ([II.A.99](#)) yearly and provide the feedback and data to faculty for inclusion in their program reviews.

The College meets the standard.

Standard II.A.15. Instructional Programs

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

IVC has a program discontinuance/elimination policy that was revised in 2005 and again in 2012 ([II.A.100](#), [II.A.101](#)) that takes into account issues that may affect students. 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 recommendations. Since students have catalog rights ([II.A.102](#)), the primary mechanism for addressing the needs of students who miss opportunities to take courses during the phase out period would be course substitution.

Analysis and Evaluation

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 ([II.A.103](#)). 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.

The College meets the standard.

Standard II.A.16. Instructional Programs

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

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all instructional programs irrespective of the mode of delivery ([II.A.30](#), [II.A.42](#)). The Program Review Process is supervised by the college's Institutional Effectiveness Committee ([II.A.104](#)). 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 ([II.A.30](#), [II.A.105](#), [II.A.42](#), [II.A.9](#)). Every two years, departments re-evaluate program objectives, strategies and action steps in the program review update.

Analysis and Evaluation

SOCCCD's INFORM Data Warehouse provides comprehensive program statistics for use in program review ([II.A.106](#), [II.A.107](#)). 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 ([II.A.107](#)). Thus, the College provides sufficient data and a robust program review process that allows all programs to evaluate their effectiveness on a regular cycle.

CTE program are evaluated every two years ([II.A.63](#)). Please see Standard II.A.14 for additional information about the CTE program and course development and evaluation processes.

The College meets the standard.

Standard II.B: Library and Learning Support Services

Standard II.B.1. Library and Learning Support Services

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

Irvine Valley College offers a large and well-staffed library, six learning centers, and 257 computers to support student learning. The College has invested in technology to allow online access to tutoring and library resources. The College utilizes program review, surveys and other data collection modalities to assure learning resources are of sufficient quantity, currency, depth, and variety to meet student learning needs ([II.B.1](#), [II.B.2](#), [II.B.3](#)).

Table II.B.1 Library Data 2015 – 2016

Library	
Number of Librarians	3
Number of Staff	8
Number of Visits	383,256
Number of Classes Taught (library orientations and learning workshops)	164
Size of Collection	40,000
Number of public access computers	122
Hours of operation	7:45 a.m. – 9:00 p.m. (M-Th) 7:45 a.m. – 4:00 p.m. (F) 10:00 a.m. – 2:30 p.m. (S)

Library collections development is collaborative and utilizes both faculty expertise and library association recommendations as guides. More information on this development can be found in Standard II.B.2. Sufficiency of learning resources and services is determined through the College's program review process and student surveys, described in more detail in Standard II.B.3.

IVC houses six learning resource centers (LRCs) on campus which provide instruction and/or tutoring. The learning support services 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 ([II.B.4](#), [II.B.2](#), [II.B.5](#), [II.B.6](#)).

Table II.B.2 Learning Center Data 2015–2016

Learning Centers	Students Served	Computers	Hours of Operation
Math Center	1300	20	8:00 a.m. – 6:50 p.m. (M-Th) 8:00 a.m. – 1:00 p.m. (F, S)
Writing Center	1,927	26	8:00 a.m. – 8:00 p.m. (M-Th) 9:00 a.m. – 3:00 p.m. (F)
Adult ESL Center	1000 (est)	25	11:30 a.m. – 6:00 p.m. (M) 9:00 a.m. – 1:00 p.m. (Th) 2:00 p.m. – 6:00 p.m. (Th) 9:00 a.m. – 11:00 a.m. (F) 2:00 p.m. – 5:00 p.m. (F)
Language Acquisition Center	1000	30	8:00 a.m. – 8:00 p.m. (M) 9:30 a.m. – 8:00 p.m. (T) 8:00 a.m. – 6:30 p.m. (W) 7:30 a.m. – 6:30 p.m. (Th) 8:00 a.m. – 2:00 p.m. (F)
Student Success Center	3000	60	9:00 a.m. – 7:00 p.m. (M-Th) 9:00 a.m. – 2:00 p.m. (F) 10:00 a.m. – 3:00 p.m. (S)
Center for Asian American Native American Pacific Islanders (CAANAPI)	200	16	9:00 a.m. – 5:00 p.m. (M-Th) 9:00 a.m. – 2:00 p.m. (F)

Equity and access are important considerations for student learning and support at IVC, so the College ensures that students in all locations, irrespective of the mode of instructional delivery or program, receive equitable support by library services and learning centers ([II.B.7](#)).

Analysis and Evaluation

Campus processes assure that the quantity, currency, depth and variety of learning resources are sufficient to meet student needs. The College uses collaborative discussion, program review, survey data, and other data points to assess the sufficiency of student learning resources ([II.B.8](#)). When it is determined that additional resources are needed, the library and LRCs use the resource request process to request materials, staffing, technology and/or facilities.

Librarians routinely conduct 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 ([II.B.9](#)). Furthermore, discipline faculty from the library and the student learning resource centers attend conferences to learn about current innovations and best practices in the discipline and, in turn, invite vendors to make presentations for new products and technology at IVC. Faculty share these presentations with their colleagues and dialogue about how these best practices and/or products may be brought to IVC.

The College meets the standard.

Standard II.B.2. Library and Learning Support Services

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

Evidence of Meeting the Standard

The library mission statement reads as follows. "The mission of the IVC Library is to cultivate student success, information competency, and lifelong learning by providing quality services and programs to ensure equitable access to information resources for Irvine Valley College's diverse community." Relying on the expertise of faculty, including librarians, and other learning support services professionals, IVC selects and maintains educational equipment and materials to support student learning and enhance the achievement of both the library and college missions.

The equipment and materials to support student learning for all students, including those taking online courses, include: library videos, media players, reference and circulation materials, periodicals, calculators, human anatomy models, Office 365, discount software packages, and MySite. Additional software items are listed in Table II.B.3.

Table II.B.3 Available Software and Description

Software	Description
Mevo site	Video platform to provide faculty storage for digital content including video and audio, files
Blackboard and Canvas	Course learning management systems
Library Databases	Libguides, LibAnswers, and WorldCat
Pharos	Online printing
Blackboard Collaborate	Video conferencing and online collaboration learning tool
Libcal	Online room reservation system

Software	Description
Smarthinking	Online tutoring

Analysis and Evaluation

Librarians are informed through CurricUNET when a new course is launched. At that point, an assigned librarian verifies that the library collection is sufficient in depth and breadth to support the new course or program. 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. For more extensive resources, such as databases and e-Book collections, the library uses recommendations from faculty, CCA recommendations, and its internal collection development statements to determine the sufficiency of database collections. Once a given resource is identified as needed, the library enters resource requests for the items.

Some of the learning centers at IVC are tied directly with course curriculum, such as the Math, Writing, Adult ESL, and Language Acquisition Centers. The direct connections with courses guide the centers' use of software and materials in order to assist students most effectively. The Language Acquisition Center uses a variety of measures to assess the depth and variety of materials to meet student needs. An LQ 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 needs of distance education (DE) students are solicited from faculty and students in order to inform the selection of library resources. All faculty, including faculty teaching DE, are contacted via email every semester for library material recommendations for their courses and programs. These resources also serve as supplemental and accessible information for all students. Additionally, the IVC website offers tutorials, orientations and other resources to assist in IVC students who are unable to come to campus. The IVC library houses computers available for all students, providing access to specialized software, Blackboard, Canvas, printing, email and scanning. Additionally, the library provides access to headsets, portable DVD drives, USB drives and reserve textbooks.

The library and learning resource centers select and maintain their instructional equipment and materials through a collaborative process that avails itself of both faculty expertise and institutional data.

The College meets the standard.

Standard II.B.3. Library and Learning Support Services

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 College uses a variety of methods to assess the adequacy of its library and learning centers in meeting student needs. These include the institution's program review process and analysis of survey and SLO data ([II.B.10](#), [II.B.3](#), [II.B.8](#), [II.B.5](#), [II.B.9](#)). Through the program review process, SLO assessments, and survey data, the College engages in regular and robust assessment of the adequacy of the library and student learning centers. The results are discussed collaboratively and become the basis for the improvement of the library and learning centers. Further, the library generates statistics including gate counts, circulation and reference desk transactions, workshops, and orientation attendance counts that are used for program improvement.

Analysis and Evaluation

All Learning Resource Centers collect SLO data each semester through surveys. In the fall, the Writing Center conducts a canned survey of all currently enrolled students. The results consistently demonstrate the Writing Center does meet students' needs. LAC activities, such as writing conferences with faculty, the graded components of ESL 301 and 201 courses; thus, both the use and effectiveness of the lab services are measured throughout the semester in these courses.

The Student Success Center (SSC) also engages in research studies with the IVC Office of Research, Planning and Accreditation ([II.B.6](#)). Quantitative studies have considered 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 via 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, then grouping those behavioral findings into traits or trend categories which are compared to objective measures, such as course completion or course grades ([II.B.6](#)).

It is important to IVC that equitable services are provided for DE students. While the library is unable to distinguish DE students who use the library from other students who are simply

using online resources, DE students have the same access to material and the ability to provide feedback and request materials as do in-person students.

The College meets the standard.

Standard II.B.4. Library and Learning Support Services

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 College contracts with outside vendors to provide up-to-date technology for the library and learning centers. The library and learning centers work closely with IVC technology services to manage contracts, and assess and ensure the quality of contracted services. Table II.B.4 contains some important examples of services provided by outside vendors to enhance the accessibility and functionality of IVC's library and learning resources.

Table II.B.4 Examples of Contracted Library Support Services

LLR Programs	Vendors	Purpose
Library	CLC WorldShare Management System	Accessible library resources and resource management
Library	EBP, COBI	Collection development and tracking; databases; periodicals
Library	WorldShare LibApps	statistics, for LibGuides, for LibCal (study rooms)
Library	Desktracker	Statistics
Library	3M	Gate counts
Student Success Center	Smarthinking	Online tutoring
All centers	Pharos	Common print system
All centers	Lynda.com	Technology training
All centers	SARS Software	Student use tracking

The College and District collaborate to ensure security, and maintenance and reliability of services provided by outside vendors. The library and learning centers utilize data to analyze

and review service usage to ensure accessibility of services for students. Examples include the transition to the Canvas learning management system (LMS), the utilization of Smarthinking by the Student Success Center, the adoption of a common print system, and the use of SARS software to track learning center use.

Analysis and Evaluation

The library and learning centers use a common print system. Following consecutive assessments with substandard results, it was determined that the vendor that was used for over ten years was not meeting the needs of the students. A collaborative effort between IVC and Saddleback reviewed several options and determined that Photos would serve as the vendor for printing services beginning summer 2016. The new print system was fully implemented fall 2016 and has been evaluated as serving the campus' needs effectively to date.

The College meets the standard.

OBSOLETE

Standard II.C: Student Support Services

II.C.1 Student Support Services

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.

Evidence of Meeting the Standard

The institution provides support programs and services to students that include: Admissions and Records, the IVC bookstore, the Bursars Office, COWORKs, the Career Center, the Child Development Center (CDC), Counseling, Disabled Students Program and Services (DSPS), Extended Opportunity Program and Services (EOPS/CAPs), Financial Aid, Guardian Scholars (foster youth support), the Health and Wellness Center (HWC), International Students Program (ISP), Outreach and Community Relations, Student Ambassadors program, Student Life, Student Equity, Student Success and Support Program (SSSP/Matriculation), the Transfer Center, and the Veterans Services Center (VSC). The services provided by these programs support student learning and enhance the accomplishment of the mission which states: “... We support student access, success, and equity....” [\(IIC1\)](#). Innovative ideas to accomplish this mission are encouraged and supported college wide as evidenced by the implementation of Student Success Task Force Recommendations form, linked to local campus efforts supporting the Student Success Act of 2012 [\(IIC2\)](#). One such initiative to increase student engagement and promote campus connectedness is the Student Ambassadors program. Started in 2014, this leadership program has successfully graduated two cohorts of students that include the 2015 IVC student commencement speaker and a student recognized by the Chancellor of the California Community College System in his 2015 *State of the System* address [\(IIC3\)](#). To celebrate the institutions diverse student population and support the mission of the institution, the 2016 Last Week student orientation partnered with ELEVATE and Student Equity to integrate cultural diversity and learning into the orientation.

The institution ensures quality by conducting a comprehensive program review that includes measurable student learning outcomes (SSLOs), every 3 years. [\(IIC4\)](#) [\(IIC5\)](#) [\(IIC6\)](#) [\(IIC7\)](#) [\(IIC8\)](#) [\(IIC9\)](#) [\(IIC10\)](#) [\(IIC11\)](#) [\(IIC12\)](#) [\(IIC22\)](#) [\(IIC23\)](#) [\(IIC24\)](#) [\(IIC25\)](#) [\(IIC26\)](#). Surveys are used as a tool to ensure students are meeting the individual learning outcomes established by each department. [\(IIC13\)](#) [\(IIC14\)](#) [\(IIC15\)](#) [\(IIC16\)](#) [\(IIC17\)](#) [\(IIC18\)](#) Student service programs assess student satisfaction with services and initiatives through participant evaluations,

student comment cards and surveys. This is evidenced by the changes made to Fast Friday events, which allow students to complete assessment, advisement and orientation in one day. Due to feedback from participants, the format was changed to decrease the required time needed [\(IIC19\)](#). Laser Week, an IVC student success initiative that was created to promote student engagement and address the number of students who did not complete the matriculation steps for the upcoming semester has conducted satisfaction surveys, the results have not yet been analyzed [\(IIC20\)](#). The freshman advantage was internally analyzed and showed that overall, FAP students were more likely to be enrolled full-time (22.8 points higher), complete all courses at a higher rate (7.7 points higher) as well as the core GE courses (7.5 points higher) and the Basic Skill courses (7.5 points higher) [\(IIC21\)](#). In line with the established mission, programs solicit feedback from advisory board, 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. [\(IIC27\)](#) [\(IIC28\)](#) The State Chancellor's office conducts annual program audits on categorical programs offered at Irvine Valley College to ensure program compliance and effectiveness [\(IIC29\)](#). 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. [\(IIC30\)](#) [\(IIC31\)](#) [\(IIC32\)](#) 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. [\(IIC33\)](#) 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 and can be found on pages 58-59 of the plan [\(IIC33\)](#). Currently in the planning phase, the re-entry center will be initiated in spring of 2017.

Student support services have experienced their greatest transformation 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 in a chart as Appendix A.

Analysis and Evaluation

To further address the needs of our diverse student population, IVC ensures in-person assistance is available in the evenings and on weekends; additionally, online services

continue to increase in availability. 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 open until 7 pm Monday-Thursday and makes appointments available on Saturdays.

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. Currently, Irvine Valley College administers the Distance Education Survey each major term. Since fall 2014, the survey has incorporated two questions pertaining to students' access and perceived usefulness of student service areas online. These results will be incorporated into the VPSS AUR and shared with all student services managers. [\(33C34\)](#) 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.

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, enrollment verification Degree Audit (Implementation phase)
2. Assessment/Matriculation/SSS	X	X	X	Orientation, schedule appointment, advisement, 1 st semester My Academic Plan (MAP)
3. Bursar	X	X	X	Request refund
CalWORKs	X	X	X	
5. Career Center	X	X	X	College Central Network (36)
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)

				Summer 2016: implementation of new online counseling system, BoldChat
8. DSPS	X	X	X	
9. EOPS/CARE	X	X	X	
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 link (39)
13. International Students	X		X	Monthly newsletter sent to all students/embedded links (40)
14. Outreach	X	X		n/a
15. Student Life	X		X	ASG voting
16. Student Equity				
17. Transfer Center	X		X	
18. Veterans Service Center	X		X	

* Evening hours constitute in-person services available after 5pm.

The College has met the standard.

II.C.2 Student Support Services

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

Evidence of Meeting the Standard

The 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 ([IIC35](#)) ([IIC36](#)) ([IIC37](#)). 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). ([IIC38](#))

Programs perform annual updates to the comprehensive 3-year review ([IIC39](#)). Meetings with the Office of Research, Planning and Accreditation, area managers and, when appropriate the Vice 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. ([IIC40](#)) 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. 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. 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. However, as late as 2013-2014, only 34% of students attending IVC were receiving financial aid.

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 covers the services provided to students. 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.

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 (IIC41).

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. (IIC42) Training topics have included basic overview, integrating SSOs with mission statements (IIC43) (IIC44), 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. (IIC45)



Analysis and Evaluation

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.

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

The College meets the standard.

II.C.3 Student Support Services

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 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.

Analysis and Evaluation

Irvine Valley College (IVC) student support services provide essential services to student learning from outreach, assessment, orientation, advising, counseling, registration, financial aid, health, veteran services, EOPS, CalWORKs, 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.

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.

Program/Location	Implementations
Child Development Center	The enrollment process is used to acquire information about the primary languages spoken by enrolled families, this is utilized to ensure cultural sensitivity is provided to all who are enrolled at the center.
DSPS	DSPS students are surveyed throughout the year through both on-campus surveys and via e-mail through the Office of Research, Planning and Accreditation. Results indicated that a significant number of students with disabilities are enrolled in evening classes, yet support services were not offered during this time. As of ____ the DSPS office has extended operating hours to 7pm to accommodate the need of these affected students and ensure equal access to services.
Veteran Services Center	An in-person survey from ____ available to all students who use the VSC indicated that 25% of the respondents did not utilize services offered by DSPS. As a result, a strong collaborative effort between DSPS and VSC was implemented, including monthly outreach presentations and training of the Veterans Counselor to authorize and approve DSPS accommodations.
Student Life	

Analysis and Evaluation

The student support programs at TVC assess and provide for students' needs, regardless of service location or delivery method. This is evidenced by the implementation of many changes as a result of student surveys and student comment cards. Student surveys are distributed both in person as well as emailed surveys through the Office of Research, Planning and Accreditation.

At a programmatic level, programs make changes based on feedback to improve the services offered to students. The Child Development Center revised the Student Guidelines, which is required to be read by each student prior to entering the classrooms, to inform students of practices, policies and procedures that outline the expectations in the center. The changes were based on the student feedback received, recommending an emphasis on discipline and guidance.

Admissions and Records partnered with the Bursar's office and administered a student survey in 2011. One of the questions asked students if they knew when their

upcoming registration appointment information was released. The results indicated only 68% were aware of when the appointment information was made available. As a result, a Dates and Deadlines webpage was created. Additionally, Admissions and Records worked with the Marketing department to send emails to all continuing students, post announcements through the college's Facebook and Twitter profiles, and run announcements on the marquees in an effort to alert students when registration times for the next enrollment term are available. In 2014, correspondence was sent to the student three days before, and the day of, their registration time as a reminder of their appointment. To determine the effectiveness of these efforts, the office of Research, Planning and Accreditation worked with Admissions and Records to determine if any changes occurred in registration appointment time lag.

Based on the results of the student survey completed for the Counseling department in spring 2011, it was found that 85 % (214/252) of respondents expected to transfer. The following services were expanded and/or created as a result of the survey responses:

- The Transfer Center Coordinator/Counselor was increased from a 50% assignment to a 100%.
- The Articulation Officer/Counselor was increased from a 75% assignment to a 100%.
- Established monthly counselor training to ensure counselors were aware of changes to the transfer process/requirements, discuss best practices, invite university transfer representatives to give an overview of admissions process/requirements, review case studies, and provide updates on other counseling related items.
- Expanded the variety and frequency of transfer-related workshops and transfer institution tours. (Flyers from Campus tours, include 3-day Northern Ca)
- Academic planning lab (MAP Lab) was created where students are able to continue to work on academic plans independently or with the assistance of a counselor when desired.
- Expanded hours in the Counseling Center on Friday's to 8am-5pm (from 8am-1pm) and added Saturday hours from 9am-1pm. Transfer Center expanded its evening hours from 5pm to 7pm Monday through Friday.

In the VSC, an annual anonymous survey is completed via the office of Research, Planning and Accreditation, distributed to all students identified as a former/current military service member. [\(IIC46\)](#) Results from the 2015 survey showed the following changes from 2014:

- a) 6% increase in enrollment
- b) 11% increase in persistence rate.

The increases were identified as resulting from additional support services provided in the VSC. The survey also revealed that 85% of veterans do not utilize DSPS services. A plan of action has been implemented that will have a DSPS Specialist or Counselor attend VSC meetings, workshops, and events, for access and to educate on the support services provided through the DSPS office. Also included in the plan of action is to install accommodated software programs in the VSC computer lab, for student use. From 2014 to 2015, survey results indicated a larger percentage of respondents utilized and were satisfied with the increase of psychologist appointments to 4 days per week to assist veterans with acclimation and daily life situations. The financial aid applications submitted and completed increased from 2014 to 2015.

The HWC survey found that the facilities where the health center is located were not adequate, time of wait was long, services were not efficient or sufficient and that the center itself was dirty. Post survey, a restructure plan was developed and new staff were hired, the health center flooring replaced, new equipment and furniture was ordered and installed, and staff were trained on efficient ways of assisting students with more efficient equipment, a new medical record system and within one year the satisfaction surveys were improved significantly by students with an overall satisfaction rate of over 94%.

Plan

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	Involve in construction site build to accommodate Student Services such as health services, financial aid, counseling and others at site once completed.	VPSS	Spring 2019

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
Degree Audit Beta Testing	Admissions personnel will complete degree audit beta testing, student self-service will be online testing, students will run own degree progress audits to note progress toward degrees.	Admissions/Articulation/SSSP	Spring 2017

The College meets the standard.

II.C.4 Student Support Services

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 sound educational policies and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Irvine Valley College offers co-curricular programs, including 15 athletic teams. With operational support from the Office of Student Life, students are able to participate in eight co-curricular programs including Athletics as well as 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.

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. 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 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 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.

In addition to offering training workshops, 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 IVC Constitution 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.

The ASIVC modified their goals in the 2015-2016 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, [\(IIC47\)](#) 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 co-

curricular and extra-curricular programs, the Associated Student of IVC (ASIVC) implemented an annual allocation budget process that included mid-year program and goal updates. They are in process of working with the Office of Research, 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. [\(IIC48\)](#)

IVC data indicates that the athletic learning community is among the most academically successful in the entire college, and achieves at the highest level in enrollments, course success rates, persistence rates, GPAs and transfer rates. [\(IIC49\)](#)

Irvine Valley College Athletic teams have collected 19 team state championships and 41 conference titles from 1990 through the spring of 2019. 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. [\(IIC50\)](#)

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 4-year) in compliance with the strict proportionality test of Federal Title IX law. (8) Maria to link Nancy's evidence here. 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. [\(IIC51\)](#)

Analysis and Evaluation

Irvine Valley College co-curricular programs and athletic programs are aligned with the institution's mission. With eight co-curricular programs and over 40 student clubs, the College does promote and support the social and cultural dimensions for its students. The College has strict budget guidelines that requires campus-wide participation and mid-year updates on program goals and allocations.

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

The College meets the standard.

II.C.5 Student Support Services

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 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 freshmen that want to complete English and math assessments, campus tour, general 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. ([IIC52](#))

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.

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. [\(IIC53\)](#)

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 review skills related to counseling. [\(IIC54\)](#) [\(IIC55\)](#) 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.

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. As
- Virtual Counseling: As desired or needed, appointments are conducted using Skype or FaceTime.
- Counseling FAQ’s (Knowledgebase): Provides answers to frequently asked questions.

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 the 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 systems.

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, ASSIST/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 and Evaluation

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. [\(IIC56\)](#)

The college has an outlined process for faculty evaluation and the granting of tenure as stipulated in the Academic Employee Master Agreement. 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. 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.

Plan

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 leveraged for further exposure.	Counseling Faculty, IT, Technology Taskforce	Fall 2017

II.C.6 Student Support Services

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

Evidence of Meeting the Standard

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. [\(IIC57\)](#) [\(IIC58\)](#) [\(IIC59\)](#) [\(IIC60\)](#) [\(IIC61\)](#)

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.

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.

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. [\(IIC62\)](#) [\(IIC63\)](#) [\(IIC64\)](#) [\(IIC65\)](#) [\(IIC66\)](#) [\(IIC67\)](#) [\(IIC68\)](#) [\(IIC69\)](#) [\(IIC70\)](#) [\(IIC71\)](#) [\(IIC72\)](#) [\(IIC73\)](#) [\(IIC74\)](#) [\(IIC75\)](#) [\(IIC76\)](#) [\(IIC77\)](#) [\(IIC78\)](#) [\(IIC79\)](#)

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). Pre-requisite 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. [\(IIC80\)](#) [\(IIC81\)](#)

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 and Evaluation

The District has adopted admissions policies and procedures consistent with the Education Code and Title 5 of the California Code of Regulations.

The College has established processes to require orientation, assessment and advisement which includes developing a first semester academic plan. The college has also adopted processes to require students to complete comprehensive academic plans.

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.

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.

The College meets the standard.

II.C.7 Student Support Services

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

Evidence of Meeting the Standard

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.

[\(IIC82\)](#) 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. [\(IIC83\)](#) 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. [\(IIC84\)](#) [\(IIC85\)](#) [\(IIC86\)](#) [\(IIC87\)](#) [\(IIC88\)](#)

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. [\(IIC89\)](#) [\(IIC90\)](#)

The college may use an approved assessment instrument, but must still validate cut scores. IVC uses the CTEP for English Placement. 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.

[\(IIC91\)](#) 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 ([IIC92](#)), Elementary Algebra ([IIC93](#)), Intermediate Algebra ([IIC94](#)), Trigonometry ([IIC95](#)) 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 and Evaluation

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 Task Force which reports to SSAMMO is the review and delivery of the assessment process. This group is comprised of faculty, classified staff, managers and administrators. ([IIC96](#)) ([IIC97](#)) ([IIC98](#))

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

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

II.C.8 Student Support Services

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

Student records are kept securely and confidentially. [\(IIC99\)](#) [\(IIC100\)](#) [\(IIC101\)](#) 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. [\(IIC102\)](#) [\(IIC103\)](#) [\(IIC104\)](#)

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 secure 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. [\(IIC105\)](#) [\(IIC106\)](#) 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. [\(IIC107\)](#) [\(IIC108\)](#) 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, and in the annual Faculty Manual issued by the Office of Instruction. 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. 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. 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 and Evaluation

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 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	Identify an available product/module that the Office of Human Resources can purchase or use for new employee	Office of Admissions and Records; Office of Human Resources	Fall 2017

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
on understanding the requirements of FERPA for new employees.	orientations and for current employees.		
Develop a data handling manual as a resource for college employees who manage student information, in conjunction with Saddleback College and District Services	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 III.A: Human Resources

Standard III.A.1 Human Resources

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

Evidence of Meeting the Standard

The 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 [III.A.1](#). 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 [III.A.2](#), [III.A.3](#). The College and its District have three comprehensive and rigorous policies governing the hiring of administrators and managers [III.A.2](#), faculty [III.A.1](#), [III.A.4](#), and classified staff [III.A.3](#).

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) [III.A.5](#). Departmental faculty, in consultation with the administration and the Office of Human Resources (OHR), 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 OHR. The minimum and desirable qualifications are clearly stated within the published position descriptions/job announcements. This process assures the maintenance of appropriate qualifications for faculty academic positions including faculty.

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 [III.A.6](#). 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 and goals, and accurately reflect the position duties, responsibilities, and authority.

Analysis and Evaluation

The College's 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.

IVC 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 by the Vice Chancellor of HR & Employer-Employee Relations or a designee.

For new classified management and administrator positions the District utilizes the service of a classification consultant, 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 ensure 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 determined by mutual agreement of the District and CSEA. The OHR works with the corresponding manager and/or administrator to determine the minimum and desirable qualifications for the new classification. (CSEA Contract [III.A.7](#))

In accordance with AR 4011.1, (Recruitment: Full-time Faculty [III.A.1](#)) the faculty plays a primary role in the selection of faculty as mandated by California Education Code Section 87360. In order to attract the most qualified candidates, after a position has been identified and board approved all positions are advertised through the OHR. 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 [III.A.8](#).

A number of faculty job descriptions include Distance Education (DE) experience and experience as a desirable qualification. Schools and departments can decide if they wish to teach DE [III.A.8.2](#). 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, interview, 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 [III.A.9](#)).

The College is in the process of formalizing its part-time faculty hiring process, as documented [III.A.10](#). 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 the OHR first and then the chair, or designee, of the corresponding department with full-time faculty members of the committee screen and review applications forwarded by the OHR, giving full consideration to the special needs of the department, school, program and the student populations to be served.

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 OHR to submit the requested change to the Board of Trustees for approval. The analysis and discussion 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 Academic Senate. 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.

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 [III.A.11](#). 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 College president for second-level interviews [III.A.12](#).

The College meets the standard.

Standard III.A.2 Human Resources

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degree, 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.

Evidence of Meeting the Standard

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.” [III.A.13](#)

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. [III.A.14](#)

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). [III.A.15](#)

The college identifies faculty expertise in DE instruction through the regular hiring process including the job posting, application review, interviews and reference check process. The hiring committee determines 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, when appropriate, 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.

Analysis and Evaluation

The college assures that faculty qualifications include the necessary knowledge and skills through engagement of discipline experts in the hiring faculty process, a comprehensive review of the background and experience of the applicants, and consideration of teaching demonstrations.

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. [III.A.16](#) In addition, the *IVC Distance Education Handbook* provides definitions of and a list of faculty best practices for, online and hybrid teaching for evaluative purposes of these individuals teaching online and hybrid courses (IVC DE Handbook [III.A.17](#)) and, 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 positive; the revised process is found in the collective bargaining agreement under Article XVII: Faculty Evaluations. In addition, at this time, the District is working on developing and implementing a new evaluation form which both the Faculty Association and District believe will be forthcoming in the fall of 2016 (Performance Evaluation Review [III.A.18](#)). The faculty performance evaluation process is documented further in the response to Standard III.A.5, below.

The College meets the standard.

Standard III.3 Human Resources

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

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.

Analysis and Evaluation

The well-defined and managed hiring process coupled with 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 [III.A.19](#), where 63 percent of respondents (including 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."

The College meets the standard.

Standard III.A.4 Human Resources

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

Required degrees held by faculty, administrators and other employees at IVC, including those involved in offering CEE 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 OHR or the College. The selected applicant must provide official transcripts which are verified by the OHR to confirm education, experience, and initial salary placement. The process for obtaining an equivalent for degrees from non-United States institutions is listed on all postings of full-time and part-time faculty positions. [III.A.20](#)

In addition, the faculty position hiring process requires 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.

Analysis and Evaluation

To date, the District'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 [III.A.7](#). This process is conducted once every five years. Classified staff employees as well as managers and administrators may also have their classified staff positions 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.

The College meets the standard.

Standard III.A.5 Human Resources

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

Evidence of Meeting the Standard

In order to ensure there are appropriate institutional responsibilities for personnel participation and evaluation 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 [III.A.21](#) governs faculty performance review and evaluations. [III.A.22](#)

The purpose of the evaluation process for tenured and part-time faculty is "to improve the teaching/learning process and delivery of student services," and "to provide a basis for

professional growth and development.” (section II. “Tenured Faculty Evaluation” of the Master Agreement). 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 part-time faculty are evaluated during the first semester of their assignments and subsequent evaluations occur every sixth semester during which an instructional assignment is held, and no fewer than once every four years. In order to ensure that evaluations lead to improvement in 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. [III.A.21](#)

In accordance with Board Policy 4090 [III.A.23](#), 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. [III.A.24](#)

In accordance with the CSEA contract [III.A.7](#), 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. [III.A.25](#)

Analysis and Evaluation

At Irvine Valley College, personnel evaluations are connected 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 contributes toward reaching the goals, objectives and mission of the College. Performance evaluations provide the vehicle for the College to ensure those goals and objectives are reached in an effective manner to achieve institutional improvement. 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. [III.A.26](#) 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. Although a different rating scale is used for each employee group, the evaluation criteria for each group include effectiveness as a part of the process. [III.A.27](#)

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, the faculty professional development process, as documented in section III.A.14, encourages these areas.

According to the 2015 Employee Survey [III.A.19](#), 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.

The College meets the standard.

Standard III.A.6 Human Resource

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.

Evidence of Meeting the Standard

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. [III.A.21](#)

Analysis and Evaluation

Faculty work together to assess Student Learning Outcomes (SLOs) 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 requesting additional resources to improve their programs, including DE.

The College meets the standard.

Standard III.A.7 Human Resources

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

Evidence of Meeting the Standard

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. [III.A.28](#) 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. [III.A.29](#)

In order to establish a final priority list which reflects the programmatic needs of the academic school, 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 Middleback 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).

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.

The district wide Faculty Obligation Number (FON) calculations for the most recent 3 years are below [III.A.30](#).

- 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 52.82 percent, 2014-15 in 51.89 percent, 2013-14 in 51.45 percent.

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 include positions based on programmatic need of an existing program, expansion of an existing program and/or service due to demand, or 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 Task Force meetings. [III.A.31](#)

Analysis and Evaluation

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 [III.A.32](#), FT Faculty [III.A.33](#))

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 percent 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 percent. (spring 2014 [III.A.34](#), fall 2014 [III.A.35](#), spring 2015 [III.A.36](#), fall 2015 [III.A.37](#), spring 2016 [III.A.38](#)). The College Online Education Strategic Plan delineates strategic goals and objectives to further enhance student experience and promote student success through online education. [III.A.39](#)

The College maintains sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities. The Faculty Hiring Priority List Development Process assures 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.

The College meets the standard.

Standard III.A.8 Human Resources

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

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 procedure for part-time faculty are similar to those for full-time faculty 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 part-time instructors, this area of instruction is a college priority. Part-time faculty orientations usually occur at school meetings during Faculty Professional Development Week and individually with the OHR and the department chair or office staff when faculty members 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 [III.A.40](#) page 4). In addition, the *Faculty Toolkit* [III.A.41](#) contains a wealth of information for new faculty including part-time faculty who may not be familiar with the College processes and practices. The OHR has developed a special page called “Part-time Faculty’s Assistant” [III.A.42](#), in order to provide relevant information at the District level. Lastly, part-time faculty are invited to attend full-time faculty department and school meetings.

Oversight and evaluation of part-time faculty is well-defined and is conducted in accordance with the 2015-2018 Academic Employee Master Agreement ([III.A.21](#) section III.A.5). These practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard.

Part-time 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 faculty into the life of the campus by extending these employees invitations to campus-wide events and various functions.

Analysis and Evaluation

IVC has employment policies and practices which provide for part-time faculty orientation, oversight, evaluation, and professional development, as well as opportunities for integration of part time and adjunct faculty into the life of the institution.

As documented in Standard III.A.12, Table III.A-1: 2014 District-wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment, 50 percent of part-time faculty agree that they have the opportunity to participate meaningfully in decisions at work which is a drastic improvement since 2010 when only 29 percent of part-time faculty agreed with that statement. In addition, 84 percent of part-time faculty agree that they are treated with respect, 70 percent of the respondents agree their work is appreciated, 67 percent of the part-time faculty agree they are able to participate in professional development and 57 percent of the respondents agree they have a strong sense of community at work.

The College meets the standard.

Standard III.A.9 Human Resources

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

Evidence of Meeting the Standard

The IVC Classified Hiring Priority List Development Process (CHPLD) [III.A.43](#) 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 [III.A.44](#). 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).

Analysis and Evaluation

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. 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%). [III.A.19](#)

The College meets the standard.

Standard III.A.10 Human Resources

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.

Evidence of Meeting the Standard

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. The District hires several different categories of employees. 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 [III.A.45](#). 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, the eighth lowest percentage in California.

Analysis and Evaluation

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, a consultant assists the District with the process of establishing new positions and the reassessment of existing positions. The consultant works with the OHR 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.

The College meets the standard.

Standard III.A.1 Human Resources

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

The District has established numerous board policies and administrative regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment [III.A.46](#) 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.” [III.A.2](#)

A Human Resource Specialist, the committee chair, or an Equal Employment Opportunity representative 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. [III.A.47](#)

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. In addition, the OHR has conducted district services Road Tours explaining personnel policies [III.A.48](#). The vice chancellor of HR routinely attends managers' meetings at IVC to explain these policies.

Analysis and Evaluation

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 collective bargaining agreements contain grievance procedures in order to ensure fair treatment of personnel. In addition, the District conducts mandatory workshops regarding harassment and diversity annually.

The District has 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 [III.A.49](#). These policies are strictly enforced, assuring a fair and equitable treatment of personnel.

The College meets the standard

Standard III.A.12 Human Resources

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

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. [III.A.50](#)

More specifically, Irvine Valley College remains 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."

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 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 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. [III.A.51](#), [III.A.52](#)

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 catalog [III.A.53](#))

The District has written policies and procedures ensuring fairness in all employment procedures, as indicated above. A Human Resource Specialist, or another EEO representative, [III.A.54](#) 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 [III.A.2](#)).

The OHR has coordinated the development of a District Wide Equal Employment Opportunity Committee that created the SOCCCD Equal Employment Opportunity Plan ([III.A.55](#)).

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 for many purposes, including supporting diversity of personnel.

As documented in Standard III.A.11, the District has established policies and procedures, including hiring policies, and employee master agreements, regarding the treatment of all personnel in support of diversity. [III.A.56](#)

Analysis and Evaluation

The institution'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 [III.A.19](#) were not only 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.

In addition, individual programs, practices, and services are evaluated on a regular basis through participant feedback and surveys and the information received used to improve future presentations. As an example, attendees of the Cultural Competence Summit (CCS) 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 summit. Attendees had overwhelmingly positive feedback about the CCS, giving it an average score of 4.0 out of 4. All three speakers received highly 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. [III.A.57](#)

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 percent were most interested in working with students with disabilities.

The institution determines what kinds of support its personnel need through other various means. The Director of Human Resources, Employer/Employee Relations (EER), Diversity Compliance & Training coordinates diversity programs and provides 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. [III.A.58](#)

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 the fair treatment of personnel and students. 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 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 part-time faculty or classified staff. Part-time faculty, on the other hand, were more likely to report they were treated with respect than were full-time faculty or classified staff. It is noteworthy that the part-time faculty responses have improved significantly 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 part-time faculty had similar levels of feeling 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 that they are appreciated, that they are treated with respect, that they could participate meaningfully in decisions at work, and that they experienced a stronger sense of community at work than were longer tenured employees (11+ years).

Table III.A-1: 2014 District wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment

Item	Full-Time Faculty (n=90)	Part-time 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%	71%
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%

The College meets the standard.

Standard III.A.13 Human Resources

The institution maintains a written code of professional ethics for all of its personnel, including consequences for violations.

Evidence of Meeting the Standard

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.

In addition to the above board policies and administrative regulations, Board Policies governing the hiring of administrators and managers (BP 4011 [III.A.47](#)), faculty (BP 4011.1 [III.A.1](#), AR 4011.1 [III.A.4](#)), and classified staff (BP 4011.3 [III.A.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 [III.A.2](#)) ensures confidentiality in hiring and prohibits personnel from participating in the hiring process in the event of a conflict of interest.

Analysis and Evaluation

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 [III.A.21](#) Section XIII (disciplinary actions) and the California Education Code. Classified staff professional conduct is governed by the California School Employees Association Contract, [A.7](#) Article 15, (disciplinary actions).

The College meets the standard.

Standard III.A.14 Human Resources

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.

Evidence of Meeting the Standard

The College has supported and continues to support 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 [III.A.21](#), 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. [III.A.59](#), [III.A.40](#)

Classified staff schedule workshops and half-day retreats designed to provide opportunities

for professional development consistent with the institutional mission (IVC Classified Senate Professional Development Summit [III.A.60](#)); 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 [III.A.21](#) provides funding for semester or year-long sabbatical leaves. Sabbatical leave proposals are evaluated and approved by the District Sabbatical Leave Committee [III.A.61](#).

In addition to the Annual District New Faculty Orientation [III.A.62](#), 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 hosts Distinguished Academic Lecture Series (DALs). During the 2015-2016 academic year, the Senate sponsored three presenters: Michelle Evans, Norman Stolzoff, and Nathan LeWall.

Analysis and Evaluation

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 207 employees responded to the survey, yielding a response rate of 19 percent. The largest group of respondents was classified staff, followed by full-time faculty [III.A.58](#). The process utilized to identify professional development needs for faculty has been managed by the Academic Affairs Committee where the activities that occur during Flex Week are discussed and arranged 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 the event under consideration will pertain to their job duties and what outcomes they will get from attending.

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 discipline and return from conferences with up-to-date information. This information is disseminated to the faculty in a timely manner so it may be used immediately.

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 [III.A.63](#)

The College meets the standard.

Standard III.A.7 Human Resources

The institution make 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

Board Policy 4002 (Administrators and Classified Managers' Personnel Files [III.A.64](#) provides for the security and confidentiality of administrative and classified manager personnel records and ensures these individuals have access to their personnel records. Article XVIII (Personnel Files) of the 2015-2018 Academic Employee Master Agreement [III.A.21](#) contains the provisions for security and confidentiality of faculty personnel files as well as the procedures to provide for faculty access to their records.

Article 6 (Personnel Files) of the California School Employees Association Contract 2015-2018 governs the security, confidentiality and conditions for access to personnel records for

classified employees. [III.A.7](#)

Analysis and Evaluation

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

The College meets the standard.

OBSOLETE

Standard III.B: Physical Resources

Standard III.B.1 Physical Resources

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

Each of the four educational venues offered by IVC—the main campus, the Advanced Technology and Education Park (ATEP), the Early College Program (Beckman and El Toro high schools), and the Distance Education (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. [III.B.1](#)

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 the prescribed standards of prevention programs are upheld, IVC 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 [III.B.2](#), with the committee meeting quarterly [III.B.3](#). 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. [III.B.4](#)

The College employs the services and oversight of various other departments, programs and services to help ensure access, safety, and security and provide a healthful learning and working environment:

- The Maintenance Direct Work Order System [III.B.5](#)
- The Irvine Valley College Campus Safety Task Force (CSTF) [III.B.3](#)
- District's Risk Management [III.B.6](#)
- Campus Safety / Police Department [III.B.7](#)
- Health, Safety, Security Annual Certifications [III.B.2](#)
- Division of State Architect
- Custodial Services
- Additional off-site educational programs
- Online Education Strategic Plan [III.B.9](#) (May 16, 2016).
- The Online Education Task Force (OETF) [III.B.10](#)

Analysis and Evaluation

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 approval, 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 to identify all potential barriers to proper access of physical resources. Irvine Valley College and South Orange County Community College District is responsible for assuring that the ATEP, off-campus programs, and DE programs meet local, state and federal guidelines to ensure access, safety, security and a healthful learning environment for students and staff.

The College meets the standard.

Standard III.B.2 Physical Resources

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

Evidence of Meeting the Standard

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 providing new and improved physical resources. IVC is in the process of planning and ground-breaking on several new projects and is currently seeing the culmination of construction on other significant new facilities. [III.B.11](#)

Examples include:

- New Building Construction
- District-wide Parking Study
- Parking Lot / Solar Shade Structure

A prime example of an effective upgrade of current college resources that ensures continued support of programs and services is the exterior lighting retrofit:

As an energy-conscious public entity, IVC took steps toward achieving the realization of a long-standing goal to greatly reduce the College's energy consumption by committing to a complete exterior lighting retrofit [III.B.12](#). By July 2014 IVC 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: 400,000 kwh
- Year 1 Total Electricity Savings in dollars: \$53,000
- Year 1 Maintenance Savings in dollars: \$25,000

The College was able to offset the cost of the entire project by utilizing the state's energy savings incentive generated by Proposition 39. By capitalizing on these generous funds, IVC will realize an estimated total of \$800,000 of taxpayer savings in energy consumption/maintenance and an estimated savings of 4,000,000 Kilowatt-Hours of energy over the next decade. The College has diligently planned 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 addition to meeting the needs and growth of the College through capital improvement, the campus community is committed to responsibly caring for and sustaining the natural resources surrounding the College. The College has formed an aggressive scheduled

maintenance plan and implemented measures to reduce potable water consumption and conserve energy. [III.B.13](#)

Analysis and Evaluation

The College utilizes three main resources to ensure program and service needs determine equipment replacement and maintenance:

1) [Resource Request Process III.B.14](#) (See III.D.1)

The Resource Request Form submission process is an all-access, transparent process allowing 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 \(TATF\) III.B.15](#) (See III.C.1)

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 [III.B.16](#) and makes appropriate recommendations concerning strategic planning for technology.

3) [Maintenance Direct Work Order System III.B.5](#)

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 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 *Planning and Decision-Making Manual* (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)

AURs ensure the College's student support, program and administrative services are effective and responsive to the local college community within the limitations of available resources. Through a review of AURs, 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 inventories 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.

To ensure that program and service needs determine equipment replacement and maintenance for DE or both online and the Early Education program, IVC utilizes the following resources:

Online Education Committee Oversight

The Online Education Task Force (OETF) [III.B.17](#) provides advice to the dean, Business Sciences, Online and Extended Education and the Director of Technology on issues 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 [III.B.9](#), 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 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* ([III.B.18](#) 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 results 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 [III.B.19](#).

Early College Program

Early College oversight and planning responsibilities fall to the Early College Advisory Task Force [III.B.20](#), an advisory group under the Office of Instruction 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 DE based on the survey results listed in the 2015 AUR for Distance Education [III.B.18](#): "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. DE courses show significantly higher productivity over the five years reviewed; DE 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 equipment needs are met, resource goals and objectives are identified in the IVC Online Education Strategic Plan [III.B.9](#), (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 means of addressing 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 [III.B.21](#) *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 70.93% *somewhat agreed* that the lighting at night is good. Employees responded to the question of classroom cleanliness with 31.21% *strongly agreeing* and 32.55% *somewhat agreeing*. The student survey results show a somewhat higher satisfaction rate across similar categories; the question "are the College grounds attractive and well-maintained?" received an excellent rating of 54.43% *strongly agreeing* and 33.22% *somewhat agreeing*. Students rated the condition of the classrooms with a positive rating of 44.58% *strongly agreeing* and 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% *somewhat agreed*.

The College meets the standard.

Standard III.B.3 Physical Resources

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

Evidence of Meeting the Standard

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) [III.B.22](#). The SOCCCD EFMP (covered in detail under [III.B.4](#)) 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 needs 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 [III.B.22](#). Short-term planning/assessment is accomplished through the Budget Development and Resources Planning Committee (BDRPC) [III.B.23](#), 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 [III.B.16](#) 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 (APT) [III.B.24](#) & [III.B.25](#) 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) [III.B.26](#) & [III.B.27](#) 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 [III.B.28](#) 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 [III.B.29](#) is detailed in the College Planning and Decision Making Manual, [III.B.30](#) oversees and ensures that the evaluations that emerge from the AUR process are used so 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 [III.B.31](#), 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 [III.B.32](#). 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 programs' 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 [III.B.33](#). The College has adopted a transparent tracking software (Teamwork [III.B.34](#)) 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.

In evaluating how effectively facilities and equipment meet the needs of programs and services, the IVC Health Center and Concessions projects 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 [III.35](#) to accommodate growth in space-planning. This project is a combination of two projects from the IVC 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.

Analysis and Evaluation

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.

The College meets the standard.

Standard III.4 Physical Resources

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

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 [III.B.36](#). 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* [III.B.30](#). 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 request submissions [III.B.37](#). The Strategic Planning and Accreditation Council (SPAC) [III.B.38](#) reviews, evaluates and rates requests as part of the strategic planning process [III.B.39](#). 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* [III.B.29](#))

The College goals form the basis for Strategic Planning Objectives which are linked to measurable outcomes. The outcomes are continuously evaluated through Administration 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 SVC 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 [III.B.22](#). 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 institutional instruction, support services, and campus operations while enhancing student success. It also provides documentation of how constituent groups currently see the College and how they envision the future.

The Educational Master Plan (EMP) [III.B.40](#) and the Facilities Master Plan (FMP) [III.B.35](#), components of long-range planning, comprise the Education and Facilities Master Plan and were developed in tandem [III.B.41](#). 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 principles 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 IVC 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 [III.B.42](#). The plan is developed within the state's web-based FUSION program [III.B.43](#). 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 [III.B.41](#). 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 its colleges review the plan and priorities and, if appropriate, modify the plan as part of this annual decision. 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 [III.B.44](#) relies on the Five-Year Construction Plan as a basis for recommending capital improvement projects to the Basic Aid Allocation Recommendation Committee (BAARC) [III.B.45](#) 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 [III.B.46](#).

The plan for the new Liberal Arts building project emerged out of 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 [III.B.1](#)) This series of capital improvement projects further demonstrate the results of successful collaborative efforts between the college and District's strategic planning processes.

The long-awaited grand opening of the new Liberal Arts building took place in fall 2016. This capital improvement project 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 created 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 Language programs, and a series of secondary effects needed to be included in the planning process to ensure that all instructional programs remained active and fully operational during construction.

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 the 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 and funding source, i.e. one-time cost vs. on-going costs. This procedure 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 submit timely and accurate budget projections and determine total cost of ownership over the forecasted lifespan of the requested need.

Analysis and Evaluation

The College's long-range capital plans support its improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The lighting retrofit project detailed under section III.B.2 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 compared to existing energy usage baseline.
- Total cost of ownership over 10-year period less 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 and realize significant taxpayer savings.

The College's DE program long-term planning, review, evaluation and oversight is guided by the goals and objectives as prescribed in the Online Education Strategic Plan [III.B.9](#) (May 16, 2016). The Online Education Task Force (OETF) [III.B.10](#) 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 [III.B.46](#) provide analysis of the program as well as the annual review of the AUP, 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 (the 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.

The College meets the standard.

Standard III.C: Technology Resources

Standard III.C.1 Technology Resources

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

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 technology planning and guidance through the Technology Advisory Task Force (TATF), co-chaired by the Director of Technology Services and a faculty representative. TATF provides an opportunity for the college community to identify technology needs and bring new ideas forward for discussion and evaluation. TATF also reviews current and emerging technologies to ensure the technology used by the College is effective in helping the College meet its instructional and service goals. Another technology focused task force is the Online Education Task Force (OETF), co-chaired by the dean of Online Education, director of Technology Services and faculty representatives.

At the College, the mission and vision drive strategic objectives that identify new technology needs and resource requests. Each fall semester, the College community submits its technology needs through the Resource Request System, described in Standard III.D.1. Through planning committees and councils, the institution provides an opportunity for constituency groups to review the technology requests to support instruction and college operations.

The College identifies the effectiveness and adequacy of its technology, including online and hybrid courses, in meeting College needs through six distinct processes: [III.C.1](#)

- Through TATF and OETF meetings [III.C.2](#), [III.C.3](#)
- Administrative Unit Reviews (AURs) and Program Reviews [III.C.4](#)
- District Technology Committee and District Online Education Committee [III.C.5](#)
[III.C.6](#)
- Surveys [III.C.7](#)
- IVC Technology Plan [III.C.8](#)
- Technology Services Department (TSD) [III.C.4](#), [III.C.9](#)

The Technology Service Department (TSD), with input from the TATF and OETF, and with support from the Office of District Vice Chancellor 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 TSD provides the same support. The following services are managed by the director of Technology Services: [III.C.10](#)

- Alternate Media
- Application Support
- Duplicating
- Instructional Technologist
- Media Services
- Network Technicians
- Programming
- Webmaster

Students, faculty and staff can obtain support using an online ticket system, phone, live chat, or email. Once a request is made, each submitter can review their open requests and make comments that are then logged into the system. To ensure the TSD meets the needs of the College, when each service request is closed in the system, the submitter receives a brief survey. [III.C.11](#)

The TSD continually improves upon the service offerings by expanding automation of systems and services aimed to reduce workload and increase efficiencies to existing departments at the College. These efficiencies are necessary to the College as resources are limited and technology continues to become the foundation upon which many departments rely. In addition to helping understand business processes and allowing technology to do more work, the TSD is also focused on several key areas, specifically: [III.C.12](#)

- Emergency Notifications
- Instructional Technology
- Facilities
- Reliability
- Disaster Recovery
- Privacy and Security
- Hardware and Software
- Evaluating Technology Resources

Outside of the systems and services provided by District IT, all the areas above are core foundational areas within which TSD assists the College in leveraging their resources to bring the best experience into the teaching and learning environment.

Analysis and Evaluation

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.

In addition, the IVC Office of Research, Planning, and Accreditation administers regular surveys of employees and students 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 IVC Employee Survey, 85.5 percent of respondents were either “Very Satisfied” or “Somewhat Satisfied” with the job the IVC technology staff is doing to provide services, and 74.5 percent of respondents “Strongly” or “Somewhat” agreed that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet staff needs, while 74.7 percent of respondents “Strongly” or “Somewhat” agree that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional needs. [III.C.7](#) The 2015 Student Satisfaction Survey shows the strong majority of respondents feel that IVC computer labs, services, websites, online services and support are satisfactory. [III.C.12](#) Survey data confirm the appropriateness and adequacy of technology to meet the needs of all campus constituencies.

The College meets the standard.

Standard III.C.2 Technology Resources

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

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, Administrative Unit Reviews, and Program Reviews 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.”

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 that support the college mission:

- 1) Governance: Use the governance structure to guide technology activity and ensure high levels of service. (IVC Strategic Objective 1.5 [III.C.13](#))
- 2) Applications: Develop technology solutions that improve campus wide efficiency and augment classroom instruction and student services. (IVC Strategic Objective 4.2 [III.C.13](#))
- 3) Network Infrastructure and Security: Provide a secure and reliable environment to support students, faculty, and staff (IVC Strategic Objective 4.2 [III.C.13](#))
- 4) Operations and Support: Provide excellent support and service to In the 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 [III.C.13](#)).

Utilizing the college's Comprehensive Budget Development Process, documented in Standard III.D, college personnel make requests for additional technology resources in support of the college's mission, operations, programs and services. As a part of this process, the Technology Services department developed a new system called the resource request system. The new system allows for anyone to submit a request for personnel, facilities, instructional equipment, technology and other resources. Under this process, the college's strategic planning committees review and forward all the requests 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 for technology requests and the TSD completes the purchases.

The OETF and TATF work in tandem to plan for technology resources related to online education. One recent example is when the OETF and TATF examined two Learning Management Systems (LMS) to identify an LMS that meets the needs of the College. Faculty were encouraged to attend presentations from both Blackboard and Instructure (the provider of Canvas LMS). Faculty participated in a work group and took online training courses from @ONE, Introduction to Online Teaching, in which the faculty used Canvas in the role of 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 the delivery of effective online courses [III.C.14](#).

Analysis and Evaluation

The College utilizes ongoing planning to update and replace technology and to ensure the adequacy of its quality and capacity. The planning process has resulted in the following initiatives: [III.C.15.2](#)

- 1) Annual desktop, laptop and server refresh
- 2) College networking infrastructure improvements

- 3) Continuous monitoring and system backup
- 4) Expansion of the college's wireless capacity
- 5) Business continuity improvements.

Classroom, online education, and administrative technology refresh plans are presented by the director of Technology Services to strategic planning committees 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. In order to improve its network infrastructure, the College began moving toward desktop virtualization in 2012. The TSD 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.

The increased use of mobile and other devices has increased the demand on the College's infrastructure and capacity. 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.

IVC strives to ensure that many of the critical systems it supports can continue to operate during a large regional event. The College has a main data backup device in an offsite data center where nightly backups occur. The College backs up every evening all changes to servers to an offsite location. If the entire College were affected by a long-term outage all systems would be restored from the backup system.

The College meets the standard.

Standard III.C.2 Technology Resources

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

IVC provides state-of-the-art, reliable, safe, and secure access to technology resources on the College campus, ATEP and online. Maintenance and refresh of hardware and software at all locations is reviewed by the TSD. Beginning in 2015, the TSD began requiring encryption onto all websites, by adding Hypertext Transfer Protocol Secure (HTTPS) to all systems, thus protecting data against theft.

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.

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 on a routine basis. IVC's data centers have state-of-the-art equipment such as paired air-cooling systems, clustered servers for redundancy of database systems, and mirrored equipment should one data center become inoperable. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. Both data centers are locked and do not have direct access from any hallway or outside location.

All classroom technology is configured and maintained by the TSD. A centralized service desk structure is in place, which allows faculty and staff to request assistance with resolving issues that arise in the classroom.

IVC utilizes many Microsoft systems and services; thus, many of the systems use the same authentication system, which eases access to systems and services. To assist faculty and staff and further simplify authentication, the College District is in the process of implementing a single sign-on (SSO) solution to provide single username and password for access to each area for easier access and improve security, which will create new efficiencies and assist with the password reset processes.

The TSD has 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 2015, to protect valuable College hardware and prevent future thefts, a tracking solution was installed on all Mac computers campus wide. This modification will enable the computers to be found and provide law enforcement with tools to assist in the recovery of the College's assets.

Lastly, the TSD monitors its desktop computers. When computers are imaged a Dell KACE client is installed to monitor the computer's hardware and proactively alert the IT staff of any failure or capacity issue.

Analysis and Evaluation

Through audits, monitoring, system continuity, and regular feedback that spans all instructional sites and modalities, the TSD is able to assure that technology resources are reliably accessible, safe and secure. The College and District work together to create solutions as needs arise, such as developing a single-sign on system.

The College meets the standard.

Standard III.C.4 Technology Resources

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

To accomplish the training needs of the College in support of its many complex applications and systems for faculty, staff and students, the College provides 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. [III.C.17](#)
- Training and support for faculty teaching online courses is offered through formal online training and one-on-one instruction with the Instructional Technologist. Additionally, there is an IVC Online Education Faculty Handbook available to all instructors. [III.C.18](#)
- Training materials for both classroom and online instruction are available to the faculty on the Online Education website.

The College also provides training targeted to students and staff with disabilities, faculty teaching online, and college personnel wishing to learn more about the use of media services technologies.

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 components of their courses compliant with Section 508 of the Federal Rehabilitation Act, and with the Americans with

Disabilities Act (ADA). Other services the Alternate Media Specialist provides include completing book conversions to electronic media, facilitating captioning training for faculty, facilitating captioning requests to grants, internal resources and outside agencies and facilitating the use and leveraging of new technologies and curriculum review for compliance.

Online Education

Currently, Blackboard is the primary system that supports faculty's online courses as well as on the ground classrooms. Given the high utilization of Blackboard by the College, and with the adoption of Canvas as the new LMS, the TSD has developed various training modules including regularly scheduled workshops for faculty, one-on-one customized training, video tutorials, and vendor after-hours support.

The Online Education website consolidates much of the information regarding OE, including online orientation instructions now available for all online courses and a link to the IVC Online Education Faculty Handbook. [III.C.18](#) Students now have a clear focal point for accessing specific orientation instructions for their online courses.

Media Services

The Media Services unit of the College's TSD provides support to faculty and staff for audio-visual equipment and other media equipment related needs. These services include providing end-user, operational documentation for the various technology resources in the classroom, such as the projector, document camera, video switch, and desktop computer, as well as just-in-time, on-demand classroom media equipment training.

Analysis and Evaluation

The TDS directly supports all faculty, staff, and students, regardless of whether the need is related to an online or an on-campus course. The department provides assistance with the effective use of technology systems. IVC students, faculty, and staff who require access to instructional related technology can receive support in five ways:

- Contact the Service Desk for individual immediate needs by online form, phone, email, or live chat.
- 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
- Faculty Professional Development Week activities where instructional technology support trainings offered
- Access to instructional materials located near supported devices (teacher stations, copiers and student print)
- Formal, ongoing technology training program for all faculty and staff

The College has a formal, ongoing technology training program for all faculty and staff supported by the Application Specialists and Instructional Designer. This program provides robust end-user training for the various applications installed and supported by the College. [III.C.16.](#)

The College meets the standard.

Standard III.C.5 Tehnology Rsources

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

Evidence of Meeting the Standard

IVC, as part of the South Orange County Community College District, has established policies, procedures, and practices which guide the appropriate use of technology in the teaching and learning process. Many of these policies have been updated as recently as in 2013, utilizing a consultant. SOCCCD board policies guiding appropriate use of technology include:

- Administrative Regulation 3726: Information Security-Data Classification [III.C.19](#)
- Administrative Regulation 3727: Information Security-Access Control [III.C.20](#)
- Administrative Regulation 3728: Information Security-Physical Security [III.C.21](#)
- Administrative Regulation 3729: Information Security-Logging and Monitoring [III.C.22](#)
- Administrative Regulation 3730: Information Security-Remote Access [III.C.23](#)
- Administrative Regulation 3740: Distance Education [III.C.24.](#)

Analysis and Evaluation

In addition to the administrative regulations, the OETF developed the IVC Online Education Faculty Handbook (approved in 2015 and updated in 2016). [III.C.18](#) 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. [III.C.25](#)

IVC is committed to compliance with federal and state regulations including FERPA, HIPPA, section 504, and section 508. The College will utilize its existing committees and/or create special workgroups to ensure that policies and guidelines related to the appropriate use

of technology remain current; to address regulations and create new complete policies and procedures related to technology; and to develop and introduce training to help students, faculty, staff and administrators comply with policies.

The College meets the standard.



Standard III D: Financial Resources

Standard III.D.1 Financial Resources

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.

Evidence of Meeting the Standard

Irvine Valley College's 2016-2017 Adopted Budget is \$83,705,894 which 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. [III.D.1](#)

The College provides sufficient revenues to support educational improvements and consistently allocates funds to support them. The College publishes annual funding allocations for institutional improvements on the internet under the Budget Development and Resource Planning Committee site [III.D.2](#). The 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 [III.D.3](#).

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), [III.D.4](#) in accordance with the Board Budget Development Guidelines [III.D.1](#) as well as a 20% Basic Aid reserve pursuant to section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process) [III.D.5](#)

The following guiding principles are provided to DRAC and the College budget committees for use when recommendations are made about the budget [III.D.1](#), [III.D.6](#).

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 III.D.1
2014-2015	\$3,085,848	2015-2016 Adopted Budget pg 29 III.D.7
2013-2014	\$2,577,143	2014-2015 Adopted Budget pg 27 III.D.8
2012-2013	\$20,019	2013-2014 Adopted Budget pg 27 III.D.9 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 III.D.10

The 7.5% contingency reserve set through the RAC model for the last 5 years were as follows:

Fiscal Year	7.5% Contingency Reserve	Reference Endnote
2016-2017	\$12,005,329	2016-2017 Adopted Budget pg 19 III.D.1
2015-2016	\$11,090,008	2015-2016 Adopted Budget pg 21 III.D.7
2014-2015	\$11,452,034	2014-2015 Adopted Budget pg 18 III.D.8
2013-2014	\$11,306,568	(2013-2014 Adopted Budget pg 27 III.D.9 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 III.D.10

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 III.D.1

Fiscal Year	20% Basic Aid Reserve	Reference
2015-2016	9,021,647	2015-2016 Adopted Budget pg 23 III.D.7
2014-2015	8,291,463	2014-2015 Adopted Budget pg 21 III.D.8
2013-2014	7,853,846	(2013-2014 Adopted Budget pg 27 III.D.9 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 13 III.D.10

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. [III.D.11](#)

Analysis and Evaluation

The financial resources of IVC are sufficient to support and maintain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, innovation and reallocation, and enhancement of programs and services. The resource allocation process provides a means for setting priorities for funding institution improvements. The IVC Comprehensive Budget Development Process [III.D.3](#) 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, or 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. [III.D.12](#) The following is a sample of professional development activities related to OE 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

Thus, the College 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.

The College meets the standard.

Standard III.D.2 Financial Resources

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

Evidence of Meeting the Standard

As 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 [III.D.13](#). The review of the mission statement and College goals is initiated by the Institutional Effectiveness Committee (IEC). As a part of this process, the BPPC 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 [III.D.14](#).

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 encompasses 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. [III.D.15](#), [III.D.16](#)

The institution establishes priorities among competing needs so that it can predict future funding needs, in accordance with the Comprehensive Budget Development Process [III.D.3](#) 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's plans 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. [III.D.17](#)

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. [III.D.18](#) Institutional plans are reflected in the College's strategic plan [III.D.19](#) and the planning objectives are linked in the resource request form under the planning section, as indicated in the screenshot below:

Furthermore, 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, allowing the institution to identify funding amounts for one-time and ongoing resource requests [III.D.2](#). 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 [III.D.3](#) 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 and 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 [III.D.21](#).

The College has evidence that past fiscal expenditures have supported the achievement of its 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 III.D.23.2
August 22, 2016	FY 2016-17 Adopted Budget	Board of Trustees Meeting	FY 2016-17 Adopted Budget III.D.1
February 25, 2016	A Workshop on Understanding the Budget	College-wide presentation	A Workshop on Understanding the Budget III.D.31

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 [III.D.22](#), [III.D.23](#). The vice president for College Administrative Services also provides periodic updates on financial matters to the college committees, councils and sessions with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed [III.D.24](#). 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 [III.D.25](#). Information communicated to the campus is sufficient in content and timing to support institutional and financial planning and financial management.

The main source of financial resources for this institution 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 [III.D.26](#), [III.D.5](#). 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 [III.D.27](#). 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 have been 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. Lastly, as documented in the same section, Table IIID-3 (Basic Aid 20% Contingency Reserves) the District maintains a 20% basic aid reserve required by BP/AR 3110. For these reasons, the institution believes 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 a 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 [III.D.28](#). 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 [III.D.1](#). 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 [III.D.29](#).

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.

Analysis and Evaluation

The mission and goals of IVC are the foundation for financial planning, and the College's financial planning is integrated with and supports all institutional planning. Institutional planning at the 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.

The College meets the standard.

Standard III.D.3 Financial Resources

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

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 [III.D.2](#), which contains the budget development timeline. The document is circulated through various means of communication; it is also posted on the BDRPC SharePoint website [III.D.1](#). Lastly, the timeline and summary flowchart of the process can be accessed through the resource request form [III.D.30](#).

The Basic Aid Allocation Recommendation Committee (BAARC) process is described in Administrative Regulation 410 (Basic Aid Allocation Process) [III.D.5](#).

The various financial planning processes are shared with the campus community at the district service Understanding the Budget Workshops, held most recently in February 2016 [III.D.31](#). Lastly, the BDRPC SharePoint site records all the major budget and planning communications [III.D.2](#).

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 [III.D.32](#). 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 [III.D.2](#).

Analysis and Evaluation

The College clearly defines and follows its guidelines and processes for financial planning and budget development. The composition of strategic planning committees ensures 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 also 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, measurable, achievable, realistic, and time related.

The College meets the standard.

Standard III.D.4 Financial Resources

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

Evidence of Meeting the Standard

Individuals involved in the Comprehensive Budget Development Process [III.D.3](#) 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 [III.D.18](#).

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, vice president, 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 [III.D.3](#).

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 showing a high correlation between resource request rating/funding and student learning [III.D.17](#).

Analysis and Evaluation

Institutional planning at IVC reflects a careful assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. 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 process).

The College meets the standards.

Standard III.D.5 Financial Resources

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

An audit of the District's financial records, including those of Irvine Valley College, is conducted in the fall of every year [III.D.32](#). 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 and 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 [III.D.33](#). The audit firm representatives share the report and 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.

The College disseminates information about budget, fiscal conditions, financial planning, and audit results that 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 [III.D.34](#). The vice president for College Administrative Services also provides periodic updates on financial matters to the college committees, councils and senate with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed [III.D.35](#).

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 [III.D.16](#).

Analysis and Evaluation

IVC assures the financial integrity of the College and responsible use of its financial resources. The director or administrator of each department or project is responsible for managing their respective budgets. Expenditure reports are provided by the Fiscal Office on a quarterly basis or as needed to assist these individuals with budget management. Any

expenditure above budget is corrected within the department or by the appropriate vice president or the president within the budget. At the end of each year the Fiscal Office conducts a comprehensive review of actual revenues/expenditures 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.

Documents containing the institution's financial information demonstrate that the allocation of resources is done with integrity. The audit statements indicate sound financial management and timely corrections to audit exceptions. 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.

The College meets the standard.

Standard III.D.6 Financial Resources

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

Evidence of Meeting the Standard

As 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 responsibly in support of student learning, and research data shows such allocation occurs [III.D.15](#).

In addition, the 50 Percent Law ensures 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 [III.D.36](#). Lastly, the District is in compliance with the Full Time Faculty Obligation (FOI) which requires that the College employs a minimum number of full-time faculty as required by the state chancellor's office [III.D.37](#).

Analysis and Evaluation

The institution's 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. 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 [III.D.20](#).

BDRPC receives periodic reports showing monthly expenditures by all project codes compared to the annual budget [III.D.38](#) 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 [III.D.39](#).

As evidenced above, financial documents are shared with the college community on a regular basis and in a transparent manner to ultimately promote the College's goals for student learning.

The College meets the standard.

Standard III.D.7 Financial Resources

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

Evidence of Meeting the Standard

As discussed previously, the Institution has an annual external audit to provide feedback on its processes in accordance with California Education Code Section 8848 [III.D.40](#). 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 [III.D.34](#), [III.D.41](#).

The District's audit reports and findings are reported to the Board in November of each year [III.D.33](#). 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 the institution's sound financial management is maintained.

Analysis and Evaluation

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

Table III.D-4 – SOCCCD Financial Audits

Fiscal Year	Finding	Reference
2014-2015	None	SOCCCD 2014-2015 Financial Audit Report III.D.42
2013-2014	None	SOCCCD 2013-2014 Financial Audit Report III.D.43
2012-2013	None	SOCCCD 2012-2013 Financial Audit Report III.D.44
2011-2012	Student Financial Assistance Cluster (Corrected) EOPS/CARE advisory committee meetings (Corrected)	SOCCCD 2011-2012 Financial Audit Report III.D.45
2010-2011	Lack of evidence for tracking TBA hours student participation (Corrected)	SOCCCD 2010-2011 Financial Audit Report III.D.46

The College meets the standard.

Standard III.D.3 Financial Resources

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

Evidence of Meeting the Standard

As documented in section III.D.7, external auditors and/or funding agencies audit and review the College's funds, including special funds, regularly. 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 those programs. The audits demonstrate the integrity of the College's financial management practices, as reflected in the limited number of audit findings [III.D.32](#).

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 III.D.4 (Table III.D-4 – SOA CCD Financial Audits), any findings issued are corrected in a timely manner to maintain the highest level of security and efficiency.

Analysis and Evaluation

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. The College and the District conducted several Business Process Analyses (BPAs) for the District's financial processes and 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 [III.D.47](#).

The College meets the standard.

Standard III.D.3 Financial Resources

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

Evidence of Meeting the Standard

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) [III.D.48](#), 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) [III.D.5](#). 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 [III.D.49](#).

Analysis and Evaluation

Overall, then, the institution has sufficient cash flow and reserves to maintain liquidity. The College has appropriate strategies for risk management and realistic plans to meet financial emergencies and unforeseen occurrences. The institution believes it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation. Moreover, the institution believes that the cash receipt schedule does not pose any cash flow difficulties for the College.

The College meets the standard.

Standard III.D.10 Financial Resources

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 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 or 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 or the president. At the end of each year, the Fiscal Office conducts a comprehensive review of actual revenues/expenditures 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 [III.D.50](#).

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 those programs [III.D.32](#).

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 [III.D.51](#).

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 the funds are spent in compliance with the rules and regulations governing the grant [III.D.52](#).

Analysis and Evaluation

The College exercises effective oversight of finances and provides effective fiscal management of its auxiliary programs. The College uses results of these evaluations as the basis for improvement. As noted in Table III.D-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.

The College meets the standard.

Standard III.D.1 Financial Resources

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

Evidence of Meeting the Standard

The 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 [III.D.20](#). 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 [III.D.3](#) 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 [III.D.1](#) published annually as part of the District's final budget. Guideline # (5) disallows deficit financing defined as a budget in which projected expenditure exceeds projected revenue for the year. Furthermore, the institution remains committed to directing 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) [III.D.53](#).

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 [III.D.54](#) 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.

Analysis and Evaluation

The College's financial resources provide a reasonable expectation of both short-term and long-term financial solvency. 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 [III.D.55](#).

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.

The College meets the standard.

Standard III.D.12 Financial Resources

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

Evidence of Meeting the Standard

As 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 [III.D.55](#).

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 increased 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 2012-2013 with an additional \$12.6M budgeted from basic aid funds for FY 2016-2017 [III.D.1](#).

Analysis and Evaluation

The College 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 College meets the standard.

Standard III.D.13 Financial Resources

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 Financial Resources

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 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 as defined by the corresponding granting or donor entities. The director or administrator of each department or project are responsible for managing their budgets. Any expenditure above budget is completed within the department or by the appropriate vice president or the president. At the end of 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 [III.D.50](#).

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 to ensure it is being used for the intended purpose [III.D.56](#).

Analysis and Evaluation

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.

The College meets the standard.

Standard III.D.15 Financial Resources

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

Evidence of Meeting the Standard

The Department of Education has now gone to a 3-year CRR calculation, with 2012 being the most recent cohort. The Official 3-year Cohort Default Rates for the (3) most recent years at IVC are as follows:

<u>Year</u>	<u>Rate</u>
2012 Official	8.9%
2011 Official	14.7%
2010 Official	14.7%

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 percent 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 about best practices, including reaching out to delinquent borrowers by developing a communication plan to keep the default rate below 10 percent. 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 [III.D.51](#).

Analysis and Evaluation

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The College meets the standard.

Standard III.D.16 Financial Resources

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

Evidence of Meeting the Standard

The 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 submit 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 [III.D.32](#).

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 [III.D.57](#). To guide the College with the contract process and

requirements, the District has a comprehensive website with agreement templates and helpful tips [III.D.58](#).

External contracts that are related to federal funding or programs are managed in a manner to ensure that federal guidelines are met [III.D.59](#), [III.D.60](#).

Analysis and Evaluation

The College's 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 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 (IVC) 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, the 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, the College and District leadership encourages broad participation in the planning and decision-making processes to increase institutional effectiveness.

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.A.1](#)), the College and District are proud of these improvement efforts and continue to meet all Accreditation standards. Ten of the twelve 2010 ACCJC recommendations were related to Standard IV (Leadership and Governance) and are addressed throughout. For example, two recommendations from 2010 that pertain to the ability of administrators, faculty, staff, and students to work together for the good of the institution are:

- College Recommendation 4: *In order to improve, the team recommends that the college enhance communication among constituencies, especially those with supervisory/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 SOCCCD as a whole have adopted strategic planning goals that address “respectful interactions and collaboration” (IV.A.2) (IV.A.3), convened a Task Force on Barriers (IV.A.4) and facilitated Higher Understanding Gatherings Sessions (HUGS) (IV.A.5) (discussed in Standard IV.A.2), and have included questions specific to the above recommendations in the institution’s bi-annual employee surveys as one of several means of evaluating this progress. Consequently, the pertinent facts from the most recent employee surveys are important considerations. For the 2015 Irvine Valley College Employee Survey (IV.A.6), 314 respondents’ responses are summarized below in Table IV.1. For the 2014 District wide Climate Survey (IV.A.7), 781 respondents’ responses are summarized in Table IV.2. 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.A.6, IV.A.7).

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

Statement / Question	Non-negative Responses (percentage)
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.	75
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 SOCCD 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

Statement / Question	Non-negative Responses (percentage)
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.	65
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 all members of the college community have the opportunity to participate effectively, the College developed and adopted in 2008 the Irvine Valley College Planning and Decision-Making Manual (IVC-PDM) (IV.A.8). 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 decisions are described in the SOCCCD District Wide Planning and Decision-Making Manual (SOCCCD-PDM) (IV.A.9), which 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: Decision-Making Role and Processes

Standard IV.A.1 Decision-Making Role and Processes

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 improving 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.8](#)), and the *Participatory Governance Decision-Making Flowchart* ([IV.A.10](#)) outline IVC's formal committee structure. This 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 contribute ideas for institutional improvement. The College also adopted a consensus decision-making philosophy (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, IVC overhauled its committee structure to include task forces and work groups to permit members of all constituent groups, including students, to participate either in smaller groups with more focused charges or in a larger committee that intentionally represented the breadth of the campus community.

The commitment to promote student, faculty, staff, and administrator input in planning and decision-making can be illustrated with the following example. In 2013 the Director of Fiscal Services predicted the possibility of a budget shortfall by 2015. In response, the budget committee recommended that the Budget Solutions Recommendations (BSR) Work Group be established to investigate the budget in detail and make suggestions to address the impending deficit. BSR examined several department budgets and the budget continuity process in 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. IVC also placed a link on Inside IVC ([IV.A.11](#)), 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. Moreover, 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.11](#)) persists with a link—“Add a Suggestion”—perpetually available to the campus community to participate directly, as well as through their governance committee representatives. Thus, the entire college staff was aware of the global budgetary concerns, broad discussion ensued, and suggestions were fielded and used from all interested members of the campus to solve the problem.

A noteworthy consideration concerns the College’s efforts to promote innovation at all levels of the organization through professional development. In the IVC Strategic Plan ([IV.A.12](#)), two of the college goals involve professional development; the same is true in the SOCCC Strategic Plan ([IV.A.13](#)). One of these goals focuses on professional development to improve student learning and student success; the other involves encouraging 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 preferences. The benefit to the institution of professional development activities directed at improving student learning and student success are readily apparent. Promoting 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, contribute to improving 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. In each of these cases, members of the faculty, administration, and staff who participate in these activities, conferences, workshops, and events are better able and expected to participate actively 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 facet 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 highly focused charges, or in strategic planning committees or councils that make recommendations for policy or decisions with significant institution wide implications which 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 a framework for innovation.

The College meets the standard.

Standard IV.A.2 Decision-Making Role and Processes

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.14](#)) 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.12](#)) 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.16](#)) espouses that faculty have not only 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.17](#)) 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 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 they represent. All nonexempt classified employees, other than 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 has the right to appoint the second. As a practical matter, most governance committees offer seats to each exclusive representative. A representative from each Classified Senate.

Board Policy 4056 (Classified Employees Participation in Decision Making) ([IV.A.18](#)) 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.19](#)) 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.20](#)) 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 as well as college governance.

To ensure 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.8](#)) 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 for 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.8](#)), the SOCCCD District-Wide Planning and Decision-Making Manual (SOCCCD-PDM) ([IV.A.9](#)), and on the 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 these 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 may be heard with clearly defined roles.

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 ASAC 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) ([IV.A.8](#)). This intentional inclusion of faculty co-chairs for participatory governance committees 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 increased gradually for several years, following the specific intention in the last major IVC-PDM revision.

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, but it should be emphasized that virtually all decisions in these committees are accomplished through consensus, rather than voting. College committees have seen a remarkable and welcome increase in attendance and participation by student representatives during the past two to three years.

The College meets the standard.

Standard IV.A.3 Decision-Making Role and Processes

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantive 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 [IV.A.14](#)), BP-2100.2 (Role and Scope of Authority of the Academic Senates [IV.A.16](#)), BP-6100 (Curriculum [IV.A.17](#)), BP-4056 (Classified Employees Participation in Decision Making [IV.A.18](#)), and BP-5627 (Student Participation in Governance [IV.A.19](#)) 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. Everyone engages 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.

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 a change in the relationships among groups on campus and with the Chancellor's Office and the Board. Since that time, the trust and ability to engage in fruitful and open dialog has grown to attain,

for the past several years, a sustainable relationship among constituent groups at the College and throughout the District.

Since 2008 The Irvine Valley College Planning and Decision-Making Manual (IVC-PDM) ([IV.A.8](#)) 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 all members of the college community have the opportunity for effective participation in planning and decision-making processes.

In an effort to clarify and reduce redundancy in the committee structure, IVC uses the terms “council” or “committee” when referring to strategic planning committees, and “task force” and “work group” for other participatory groups. Membership in all of these, with the exception of 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 represented by the 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 although a few persistent work groups are exceptions as described in the IVC-PDM. They remain designated as work groups in order to permit more flexibility in their membership and schedule.

In 2008 IVC overhauled its committees as much as seemed feasible at that 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 behind this organization 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 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 academic year, the SPC for Institutional Effectiveness undertook a significant revision of the IVC-PDM ([IV.A.8](#)) including combining two of the SPCs and 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.

The organization's discussions and decision-making philosophy, which are part of annual committee reviews, keep the campus community aware of the intentionality of our committee structure and consensus-oriented, decision-making process. All interested members of the college community are encouraged to participate in the conversation. The "safe harbor" and consensus model is discussed often, keeping both in the public view.

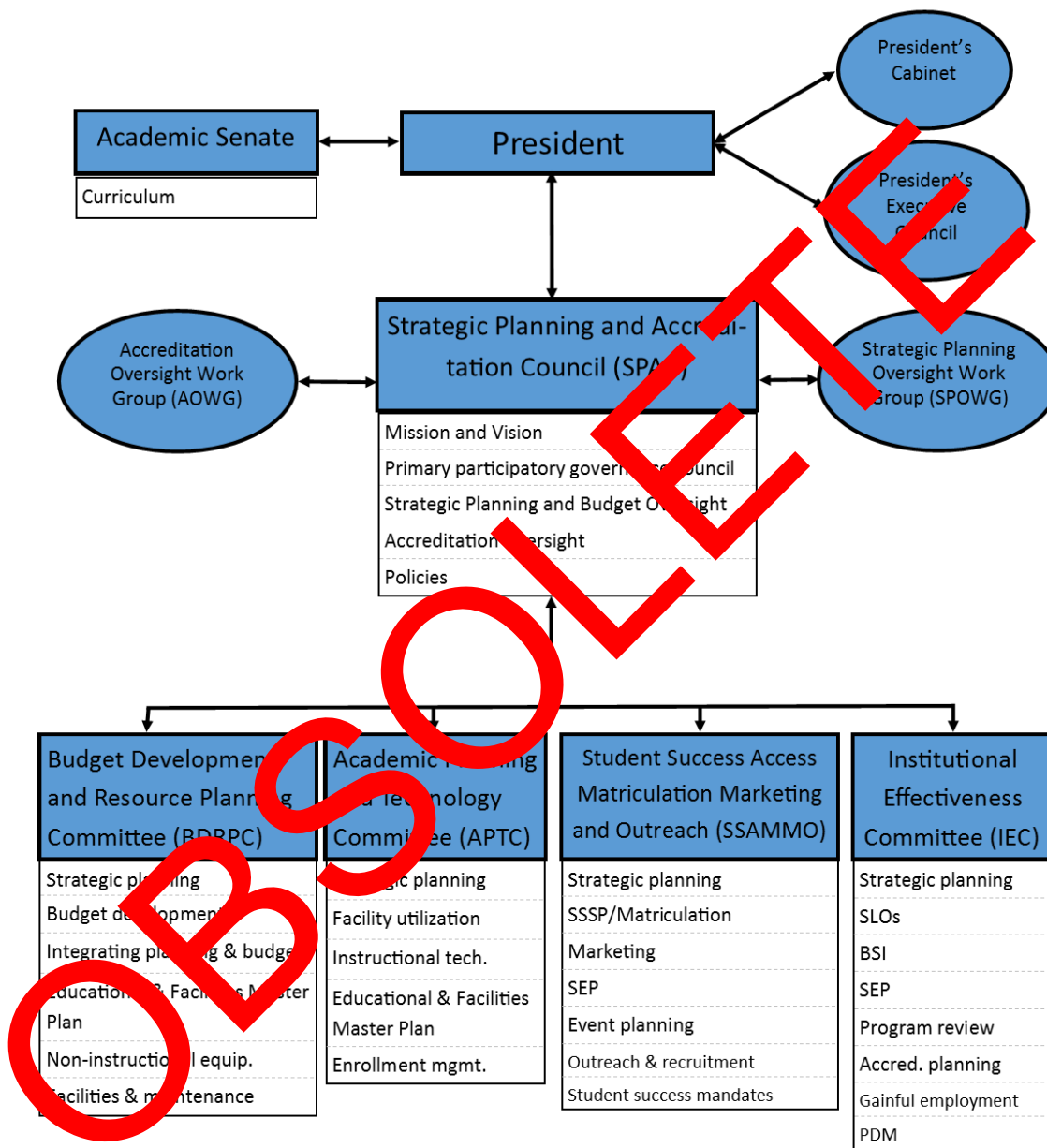
The four SPCs are the:

- 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 and operates with 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 thus 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 many people are able to discuss vital issues in a variety of combinations and contexts. While this organizational format inevitably leads to a certain amount of redundancy, IVC's experience to date has been that this 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 ([IV.A.21](#)). The college administrative councils include the President's Executive Council, the President's Cabinet, the Vice President for 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 ([IV.A.21](#)):

Participatory Governance Decision-Making Process Flowchart



Analysis and Evaluation

Students, faculty, staff, managers, and administrators have clearly defined roles in the governance process. They are called upon to participate actively on committees, task forces, and work groups in accordance with established policies and procedures. IVC's participatory governance committees have membership from each of the primary constituency groups and decisions are made in an inclusive manner. 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 process.

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 the institution's processes become more familiar and are used for more purposes, the institution is able to discover the major avoidable bottlenecks and adjust the procedures to minimize them. Inevitable delays, for example those imposed by meeting schedules, are identified to avoid or minimize frustration. When a more expeditious decision is required, the institution is comfortable with adjustments that do not significantly reduce popular input. The resource request process is an excellent example of all of these components: a thorough, but inclusive and open deliberative process, with well-defined cut-outs and notifications for matters that require faster decisions. This process has been discussed in more detail in Standard III.

Clear definition of roles and responsibilities for constituent members extend beyond governance and policy decisions. Faculty, staff, and students also have defined roles in unit operations, hiring process, instructional activities, and student success initiatives as the following examples illustrate.

Within instructional units, deans are assisted by department chairs. The roles and compensation for department chairs have 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 regarding issues including 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 a major disagreement occurs 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, and these are brought to the Academic Senate or to the relevant college committee, but such instances have been 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 and prioritization methodology and ranking recommendations to the president. The Senate must

also approve the search committee composition for faculty hiring ([IV.A.22](#)). The Senate appoints faculty representatives for manager and administrator hires ([IV.A.23](#)). In addition, the Academic Senate has defined roles in determining whether newly hired administrators from outside the District will be granted retreat rights—the ability to secure a teaching position upon resigning from an administrative position—in the District.

The College meets the standard.

Standard IV.A.4 Decision-Making Role and Processes

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 [IV.A.17](#)), Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate [IV.A.16](#)), and Board Policy 3550 (Student Success and Support Programs [IV.A.24](#)) as well as in the charters of the Curriculum Committee, Academic Senate, Academic Planning and Technology Committee (APTC), Institution 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 newer ones.

Curriculum is written or revised in CurricUNET, so that any interested faculty member is able to view it easily. Discipline experts in the relevant department vet new and revised curriculum, and the department chair passes the curriculum forward to CC. The dean is notified that new or revised curriculum is moving forward so she/he can review it. If necessary, the dean 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.

The Technical Review (TR) work group reviews new and revised curriculum and requests 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, assignments, 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 ([IV.A.25](#)). CC reviews the COR upon recommendation from TR, reviewing matters of integration and confirming that in areas where disciplines may intersect or overlap the College does not introduce deleterious competition between departments or schools. As the Office of Instruction is represented at CC, and in the 2015-16 academic year the dean of Academic Programs 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 it is acceptable to faculty and administration and the College administration is willing and able to offer the course.

Proposed changes or revisions to 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 in a timely manner.

Board Policy 5050 and Administrative Regulation 5050 (Student Success and Support Programs [IV.A.24](#), [IV.A.26](#)) establish the framework for expectations that faculty, staff, and administrators work collaboratively to ensure the College “provide[s] 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 collaboration 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 administrators 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 as 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 make recommendations 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 college 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. At IVC, program discontinuance occurred rarely; instead every effort is made by all constituent groups to revise faltering programs so they become viable. In the one instance since IVC established a process for program discontinuance, the program was discontinued with the full accord and support of the discipline faculty involved. A similar program has recently been started and a new full-time faculty member hired to support it. This example of the decade-

long history of Optics and Photonics at IVC demonstrates the utility of the institution's processes to reflect the changing academic, career technical education, and the workforce development needs of the community; the ability of IVC to respond to these community needs rather than be limited by its history; and the collaborative nature of the decision-making process.

The College meets the standard.

Standard IV.A.5 Decision-Making Role and Processes

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 befitting their area of expertise, training, knowledge of best practices, and functions relative to their job duties. 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, 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 attain closure in a timely manner. These groups generally err on the side of collegial and inclusive decisions versus rushing the process as the following example illustrates.

The 2014–2015 revision of the IVC Planning and Decision-Making Manual (IVC-PDM) (IV.A.2) took additional time for widespread conversation and consensus. In academic year 2014-15 the proposed revisions included descriptions of the institution's decision-making process and consensus and a new decision-making flow diagram. These topics engendered a great deal of discussion and many iterations before consensus could be reached, delaying the adoption of the final version until fall 2015. In spring 2015 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. While disagreements certainly occurred, members of the college community ultimately found

compromises with which all parties could feel comfortable, thus providing strong evidence of “appropriate consideration of relevant perspectives” in the decision-making process.

Analysis and Evaluation

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; as a result, input may be gathered from the appropriate stakeholders and, whenever possible, decisions are delayed until consensus has been reached. Periodically, students, faculty, staff, and administrators dialogue about being over-scheduled and pressured to prioritize conflicting responsibilities. Attending regularly scheduled committee meetings and the associated task forces or workgroups 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 work group meetings are required for issues requiring their expertise. The College is aware of the predicament many face with the conflicting need to finish their work and their desire to participate in the governance process.

The College meets the standard.

Standard IV.A.6 Decision-Making Role and Processes

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 IVC 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 [IV.A.27](#), [IV.A.28](#). 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 [IV.A.27](#), [IV.A.28](#).

Operational units and committees that do not fall under the provisions of the Brown Act conduct open meetings and maintain publicly accessible websites and/or SharePoint sites available to employees ([IV.A.29](#)). In all cases committee members are charged with reporting information back to their respective constituent group(s) through oral or written reports. To illustrate, curriculum updates are a standing agenda item at Academic Senate, Instructional Council, and Academic School meetings; the Senate president regularly reports decisions made in college or district wide committees back to the Senate; and collective bargaining units communicate negotiation progress and contract updates at regularly scheduled meetings, ad-hoc meetings, or via email.

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.

The College meets the standard.

Standard IV.A.7 Decision-making Roles and Processes

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 instituted a 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 [IV.A.30](#).

SPAC and all the SPCs review their work annually using a common survey ([IV.A.30](#)). 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 these data contribute to the modification of the charge, meeting schedule, and/or membership of the committees. 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 [IV.A.31](#), [IV.A.32](#).

The College also conducts biennial Employee and Student Satisfaction Surveys to assess the efficacy of the planning process and to evaluate the role of leadership in the decision-making processes [IV.A.6](#), [IV.A.33](#). The results of the surveys are posted on the college 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.

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.

To illustrate, constituent group members periodically identify the effectiveness of some committees and task forces but also report communication hurdles. A recurring concern is the communication gaps that occur when committee members don't report back to their constituent group in a timely manner, along with 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.

The College meets the standard.

Standard IV.B: Chief Executive Officer

Standard IV.B.1 Chief Executive Officer

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.

As discussed elsewhere in this Accreditation report, such as in Standard IVA, IVC adopted a consensus-based decision-making philosophy in 2008 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 the College is committed to a “safe harbor” philosophy of open and honest discussion without fear of retaliatory repercussion. As members of the College have worked with the notion of “consensus,” the IVC-PDM definition and description have evolved into the mature vision that on the one hand adopts a traditional idea that while consensus can be reached without all parties favoring the proposition, if anyone objects, consensus is not reached and discussion, hopefully toward an acceptable compromise, continues. On the other hand, such a decision-making process cannot obstruct the organization such that either no decision is reached at all or an authority figure simply takes the matter away from group consideration. 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 the next level “up” in the organization can make a decision with the complete input from the “lower” group. To date, this last resort has seldom been necessary, but when it has been invoked, all parties involved have been satisfied that their voices have been heard and considered. Because, ultimately, the president makes all decisions, and all of the committees are recommending bodies only, this arrangement has been effective at IVC.

The president's leadership is evident in several initiatives and grants he has promoted or encouraged which 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. [IV.B.3](#)

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. [IV.B.4](#)

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. [IV.B.5](#)

The integration of the College Strategic Planning and Budget Development Process with the District planning and goal-setting process. [IV.B.5](#)

The reorganization of the college committee structure resulting in the integration of strategic planning and decision-making. [IV.B.6](#)

The development, implementation, and updating of the IVC Planning and Decision-Making Manual which sets forth the roles and scope of authority of all constituent groups providing a means for widespread and effective participation by members of the college community. [IV.B.2](#)

Continued support for the collegial decision-making processes for hiring new and replacement faculty, administrators, and classified staff positions. [IV.B.7](#)

Continued development and updating of the Educational and Facilities Master Planning Process. [IV.B.8](#)

Oversight of the construction of the Performing Arts Center, the Business Science Education and Technology Center, the Life Science Building, the Liberal Arts Building. [IV.B.9](#)

Oversight of the plans for the Fine Arts Building and the maintenance and renovation of pre-existing facilities. [IV.B.9](#), [IV.B.10](#)

Effective and long-standing leadership in the development of the Advanced Technology and Education Park (ATEP). [IV.B.11](#)

Support for the acquisition and oversight of grants and projects including: SSSP, SEP, Perkins, BSI, AANAPISI, AACC Pathways, and the OC Pathway. [IV.B.12](#)

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 decisions, 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 Senate, 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.

The College meets the standard.

Standard IV.B.2 Chief Executive Officer

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 the organization operates with 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 Board approved position descriptions clearly state the qualifications for administrators and classified managers. Minimum and desirable qualifications for all positions are evaluated by the administrative 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 [IV.B.13](#)), BP-4056 (Classified Employees Participation in Decision Making [IV.B.14](#)), and BP-5627 (Student Participation in Governance [IV.B.15](#)) outline how faculty, staff, and students may participate effectively. As such, the president is responsible for the integrity of the process and making sure 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, with the president as sole chair. When the institution reorganized, the president agreed that it would be a healthy revision for the College for the SPCs and SPAC to all have faculty and administration co-chairs; the president now sits on, but neither chairs nor dominates, the budget committee (BDRPC). Although naturally members look to him for leadership during discussions, he encourages free discussion so that all voices and opinions are heard before the body makes recommendations to SPAC; through SPAC, where more voices can be heard, the recommendations come to him. This process serves as 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 they replaced, the 2008 IVC-PDM ([IV.B.2](#)) constituted major shifts in participatory governance and decision-making policy and philosophy at IVC. These changes have promoted major improvements in faculty and staff outlook and confidence in the system. The recent revision (2013) 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 falls under 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 college activities to maintain or improve programs and the various parameters of student success. Thus a broad panoply of committees, departments, and individuals participate in not only monitoring the college's institutional effectiveness but in devising ways to improve as well. The large number and diversity of people, including students, staff, faculty, and administrators participating in one or more of the college's initiatives is evidence this approach is part of the IVC community constitution.

It is the president's responsibility to make sure authority is delegated appropriately 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 ensures 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 vice president, the president delegates well. Each vice president has his/her own vice president's Council (VPC-PDM ([IVC.2](#))) to help coordinate the given vice president's area of responsibility and the president ordinarily follows recommendations of the vice presidents, taken together in the IEC. Similarly, the College's task forces report to SPCs which 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 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 than IVC. 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.

The College meets the standard.

Standard IV.B.3 Chief Executive Officer

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 improvement 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 one 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, meeting handouts, and shared documents on Inside IVC (the SharePoint site) and 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 the forums. First the institution gathered any ideas people thought were important for the College to undertake or improve or continue. Then, it organized these into clusters at workshop-style open meetings. A work group then organized emerging patterns into a relatively concise yet comprehensive set of goals and objectives. Saddleback College undertook their own tactics to develop their list. Subsequently, 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 thirteen objectives. These were discussed widely in all three units and ultimately were adopted by the District wide Planning Council (DWPC) ([IV.B.16](#)).

IVC then considered the extent to which the DWSP encompassed everything that IVC wanted in its 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 there were college-specific SP components that do not in any way conflict with the DWSP, IVC adopted as its IVC-SP a set of goals and objectives closely 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 its extensive engagement and participation in the College and District.

The president ensures 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 ([IV.B.17](#)). IEC annually collects and examines data on various measures of student success, compares students' achievements to the college's stated goals, and re-evaluates these goals. Discussions in IEC include trying to define and summarize the underlying causes when success rates lower than those to which the College aspires are noted. These discussions lead to recommendations, often to other SPCs that have more operational charges in instruction, student services, and other components of the College.

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. 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 in the past. The availability of these data and research staff to help with analysis has become a conventional part of evaluating plans and outcomes.

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 ([IV.B.18](#)) 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 vice president's ranked list is then reviewed by SPAC which 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. The BDRPC membership composition ensures that budget planning at the college level is data-based and has significant input from administrators, faculty, and staff who are well-informed 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 to allocate college resources wisely and efficaciously, keeping the college's mission as well as effectiveness, i.e. student achievement parameters, as the central underpinning of discussions and budgetary recommendations.

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 SPAC 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. 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 ([IV.B.19](#)). 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 [IV.B.20](#). 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 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 review, 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.

The College meets the standard.

Standard IV.B Chief Executive Officer

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 in ensuring 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-informed and 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 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 several 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 Accreditation 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 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, 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 the consideration and imprimatur of SPAC, yet the efforts are reported nonetheless. Through all of the committees, then, all members of the College participate, at no more than one remove 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) which has a standing report at SPAC meetings. AOWG maintains the accreditation work group membership lists, the accreditation Inside IVC and outward-facing websites, 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.

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.

The College meets the standard.

Standard IV.B.5 Chief Executive Officer

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 institutional practices are consistent with institutional mission and policies. For example, the vice president of instruction is responsible for ACCJC compliance while the vice president of student services 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 is feasible on the advice of the President's Executive Council (PEC) representing the administration perspective and the 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 the response to Standard III). Other District allocations emanate via the Basic Aid Allocation recommendation committee (BAARC) as described in BP & AR 3110 ([IV.B.21](#), [IV.B.22](#)).

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 the response to 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, 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. [IV.B.23](#)

After the main budget is recommended to, 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 the response to Standard III. In recent years, (2012-present), IVC has modified the process by having IVC-IT develop a web-based site for resource requests and their analysis by relevant committees, SPCs, and SPAC that make the final college recommendations to the president as well as by progressively including more funding sources and types of allocations in this open and public assessment process. As 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, resources are allocated in accordance with the college mission and the funded projects are acknowledged by the campus community to be high-priority ones.

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 as part of IVC's "safe harbor" consensus-driven decision-making process. In most cases this participation by the president does, in fact, occur. Hence, committee members report confidence in the system. [IV.B.24](#).

Analysis and Evaluation

The President is well-versed and conversant in statutes, board policies, and regulations. He embraces 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 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; 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 (PEC), so he receives regular updates on the college budget and expenditures, and reviews recommendations from the PECs. Third, an audit is conducted annually in the fall, designed to provide reasonable assurance that the financial statements are free of material misstatement. The fiscal audit reports ([IV.B.25](#)) 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.

The College meets the standard.

Standard IV.B.6 Chief Executive Officer

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 the College's only, or even its 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 efforts into an integrated and effective component of the College's efforts to fulfill its mission.

The president hosts an annual breakfast for the principals and vice principals and counselors of the College's feeder high schools. In previous years, this event 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 its students in transfer and CTE programs, and the success of IVC transfer students. Moreover, each principal is presented with his or her school-specific data. Much of the purpose is, clearly, to motivate 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 and to help the high school teachers focus some effort on critical components for college success in their high school coursework. For many years, Student Services, and in particular the School of Guidance and Counseling, has invited the counselors from IVC's feeder schools to a program lasting most of a day to discuss similar topics. In 2011, these hitherto separate programs were successfully combined, gathering the principals, vice principals, and counselors together for a joint presentation followed by separate, focused sessions. The president's role is not limited to host but more importantly extends to articulating his and IVC's vision of its role in educating high school students and graduates, a crucial element of building successful relationships with IVC's 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 25 members, including administrators, members of the classroom staff and faculty, emeritus faculty, and community members. Long-standing members have returned to the BOG, and new members have been encouraged 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 stands as evidence of his ability to communicate with them convincingly about the value IVC brings to the community.

Another crucial element of the president's communication with the community is his involvement with a variety of business and civic organization that have allowed him to increase networking endeavors with local businesses which 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 a number 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 Academic 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 the service area, and President Roquemore has been active in regional, state- and national- level activities, a strength of the college president is the expanded 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 various means. The president writes and disseminates newsletters campus wide, and generally 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 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 its growing Foundation and fund-raising efforts, internship possibilities for students and potentially externships for faculty members, and improved relations with neighboring universities which increase transfer pathways for IVC graduates.

Three intertwined components of the communication with the communities IVC serves include: drawing in more students and improving their likelihood of success; establishing and strengthening the College's ability to place students after, and during, their experience at IVC as they move into the workforce and/or further education; and strengthening IVC's role, and IVC's perceived role, in the local community. The College and its president expect these components should be synergistic; for example, from work with feeder schools to improve the preparation of incoming students, not only does IVC expect its success and completion rates to be improved, it also anticipates these students will be 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: Governing Board

Standard IV.C.1 Governing Board

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 (SOCCC) 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, and by Board Policy 12 (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, and 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 Policies have been adopted to ensure academic quality, integrity, and student learning and safety:

- BP-5300 (Grading Policy [IV.C.3](#))

- BP-5300.5 (Grade Changes [IV.C.4](#))
- BP-5301 (Course Repetition [IV.C.5](#))
- BP-5320 (Academic Renewal [IV.C.6](#))
- BP-5401 (Rules And Regulations for Student Conduct [IV.C.7](#))
- BP-5404 (Sexual Assaults [IV.C.8](#))
- AR-5505 (Grade Grievance Policy [IV.C.9](#))
- BP-5600 (Associate Degree Requirements [IV.C.10](#))

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 [IV.C.11](#)), BP-3101 (Budget Management [IV.C.12](#)), BP-3101.5 (Fiscal Management [IV.C.13](#)), and BP-3102 (Investment Policy [IV.C.14](#)). 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 provided 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 than 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 Services, the Faculty Association, Associated Students, California School Employee Association (CSEA), and Police Officer Association (POA) at all monthly Trustee meetings.

The College meets the standard.

Standard IV.C.2 Governing Board

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 [IV.C.1](#)), BP-110 (Code of Ethics – Standards of Practice [IV.C.15](#)), and BP-180 (Respectful Interactions and Collaboration [IV.C.16](#)). 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.17](#)).

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 board meetings from recent years substantiate this behavior.

The College meets the standard.

Standard IV.C.3 Governing Board

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 [IV.C.18](#)), BP-148 (Evaluation of the Chancellor [IV.C.19](#)) and BP-4011.6 (Employment Procedures for Chancellor [IV.C.20](#)), 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.21](#)). 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 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 exercises 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 [IV.C.19](#)) 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.22](#)).

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.21](#)). Board Policy 4011 mirrors the hiring procedures for the chancellor outlined above and clearly specifies rigorous hiring procedures to ensure 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 president and evaluates them based on 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 July 1, 2016, Chancellor Gary Portner 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.23](#)).

The District is currently engaged in 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 participating 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.

The College meets the standard.

Standard IV.C.4 Governing Board

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 to one 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 trust areas ([IV.C.24](#)). Terms are staggered with elections being held every two years in connection with the general election. In accordance with California Education Code §72021.5 and Board Policy 104 (Student Membership of the Board of Trustees) ([IV.C.25](#)), the Board also has a student trustee 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 [IV.C.26](#)) was adopted by the Board on August 27, 2007, and a corresponding conflict-of-interest administrative regulation (BP 154) has been implemented ([IV.C.27](#)). 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 associations, 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, D.C. 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.28](#)).

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) using 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 through 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.17](#)).

The College meets the standard.

Standard IV.C.5 Governing Board

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 College and District Services. The overarching themes of the current mission and goals are: student success and access, community engagement, respectful interactions and collaboration, 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.29](#)).

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.30](#)) 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.31](#)).

The Board ensures educational quality through Board policies governing students and instruction ([IV.C.32](#)). 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.33](#)) 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 expectations for fiscal planning, reserve contingencies, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure ongoing effective operations. Those specific policies are BP-3100 (Budget Preparation [IV.C.11](#)), BP-3101 (Budget Management [IV.C.12](#)), BP-3101.5 (Fiscal Management [IV.C.13](#)), and BP-3102 (Investment Policy [IV.C.14](#)). The District Resource 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 through reports and budget presentations ([IV.C.35](#)) including Basic Aid presentations ([IV.C.36](#)).

The Board maintains authority over all legal matters associated with the operation of the District, closely monitoring legal issues that arise, reviewing them in closed session, and approving 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 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.

The College meets the standard.

Standard IV.C.6 Governing Board

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.37](#)), and specifications related to the Board's size and areas ([IV.C.24](#)) 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 in the 100 Board Policy Series ([IV.C.38](#)).

Analysis and Evaluation

The published Board policies in the 100 Board Policy Series all pertain to the Board of Trustees and are comprehensive 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 made publicly available, both electronically and on paper. These policies are regularly reviewed and updated when necessary.

The College meets the standard.

Standard IV.C.7 Governing Board

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 Board Policy Series ([IV.C.38](#)) 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.17](#)).

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-007 (Board Policy and Administrative Regulation [IV.C.39](#)) 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.40](#)). To illustrate, the following policies and administrative regulations were under review at the March 2016 BPARC meeting:

- BP-730 Employee Leaves – *FA Update from March 4, 2016*
- AR-750 Employee Leaves- *March 4, 2016*
- AP-5302 Campus Safety- *Aug 23, 2013*
- AR-4205 Recruitment of Part-time Faculty – *March 4, 2016*
- BP-4011 Recruitment – Administrators and Managers
- AR-4011 Recruitment – Administrators and Managers
- BP-472 Abusive Conduct in the Workplace- *Feb 5, 2016*
- BP-5626 Independent Study – *Sept 11, 2015*
- 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 recently hired a retired administrator to work part-time as facilitator for Board policy revisions.

The College meets the standard.

Standard IV.C.8 Governing Board

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.41). 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.42) 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, 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. During the ensuing discussions the Board has expressed an interest in factors that may contribute to low basic skills completion rates and benchmarking SCCCDD 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.

The College meets the standard.

Standard IV.C.9 Governing Board

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 arrange for periodic Board education presentations throughout the year. Additionally, Board members provide oral reports and summaries of the conferences and Board educational activities in which they have participated at each board meeting ([IV.C.17](#)).

Board Policy, BP-109 (Board Education [IV.C.4](#)) 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 this 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.
- 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 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.

Board continuity is addressed through the combination of Board Policy Book 13 (Vacancies on the Board [IV.C.44](#)), 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 membership when vacancies have occurred. Staggered Board elections have provided consistency, and incumbents are frequently re-elected adding continuity of governance.

The College meets the standard.

Standard IV.C.10 Governing Board

Board policies and 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.45](#)) 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.46](#)). 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 and 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 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.

The College meets the standard.

Standard IV.C.11 Governing Board

The governing body 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.26](#)) 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 stipulates 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.15](#)) 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 (<http://localethics.fppc.ca.gov/learn.aspx>). This training is free of charge and provided online. Upon completion of training Board members are provided with a Certification of Completion which 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 each Board meeting.

The College meets the standard.

Standard IV.C.2 Governing Board

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.22](#)) 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.47](#)) 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 have improved their understanding of the policy role and the importance of following official channels of communication through the chancellor, the Board has improved its ability to allow the chancellor and presidents the ability to 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 nonetheless remains evident the Board needs to be accountable.

The College meets the standard.

Standard IV.C.13 Governing Board

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 through 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. [IV.C.48](#)

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.49](#)). 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 College meet the Eligibility Requirements and in particular those requirements involving recommendations from previous self-study reports.

The College meets the standard.



Standard IV.D: Multi-College Districts or Systems

Standard IV.D.1 Multi-College Districts or Systems

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.1](#)) Chancellor Poertner and now Interim Chancellor Fitzsimons have provided leadership and have 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.2](#)) and the District wide Function Map ([IV.D.3](#)) 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" of the District. ([IV.D.4](#)) 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.2](#)), Chancellor Poertner stresses 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 through examples. To illustrate, an employee noted that "the District does not give my department sufficient supply and equipment budgets." Chancellor Partner 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 communication, 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 proved 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.

The College meets the standard.

Standard IV.D.2 Multi-College Districts or Systems

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 Standard 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:

- BP-112, Duties and Responsibilities of the Board of Trustees ([IV.D.5](#))
- BP-2100, Delegation of Authority to the Chancellor ([IV.D.6](#))
- BP-2100.1, Delegation of Authority to the Academic Senate ([IV.D.6](#))
- BP-2100.2, Role and Scope of Authority of the Academic Senates ([IV.D.7](#))
- BP-2101, Delegation of Authority to the College President ([IV.D.8](#))
- BP-3001, Delegation of Authority ([IV.D.9](#))
- BP-4309, Duties and Responsibilities of the Faculty ([IV.D.10](#))
- BP-4056, Classified Employees Participation in Decision Making ([IV.D.11](#))
- BP-5627, Student Participation in Governance ([IV.D.12](#))

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* ([IV.D.13](#)) and the *District wide Planning and Decision-Making Manual* ([IV.D.13](#)). 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 ([IV.D.14](#))
- Board Policy and Administrative Regulation Advisory Council ([IV.D.15](#))
- Business Continuity Planning Committee ([IV.D.16](#))
- Capital Improvement Committee ([IV.D.17](#))
- Chancellor's Council ([IV.D.18](#))
- District Online Education Committee ([IV.D.19](#))
- District Resource Allocation Committee ([IV.D.20](#))
- District wide Planning Council ([IV.D.21](#))
- District wide Technology Committee ([IV.D.22](#))
- Learning Services Coordinating Committee ([IV.D.23](#))

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 resource 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 and biennial 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, the Docket and District Leadership Team. Public Affairs, a division within the Office of the Chancellor, coordinates 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.24](#)). 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 ([IV.D.24.B](#)).

Following the aforementioned 2010 Commission recommendations pertaining to communication and the delineation of roles, Chancellor Poertner initiated discussions in 2011 that identified five district wide barriers to successful communication ([IV.D.25](#)):

- Unhealthy competition within and between IVC, Saddleback, and District Services.
- Lack of utilizing data and metrics for decision making.
- Circumvention and lack of established policies, procedures, and protocols.
- Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and district services.
- Lack of district policy encouraging civility, respect, and collegial behavior.

A task force was formed for each barrier to identify assumptions and make recommendations for improved communication ([IV.D.26](#)). For example, the Barrier Task Force (Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and district services) identified the following assumptions and recommendations:

Assumptions

- We act as separate entities rather than as a unified district with one shared vision, focus, and purpose.
- There seems to be a general lack of respect for authority of the chancellor and/or district executive team by the presidents and/or other college managers and administrators.
- There seems to be a general lack of respect for the authority and responsibilities of the presidents and/or other college managers and administrators by the district executive team and/or other District Services personnel.
- District Services is often unresponsive and/or untimely.
- The knowledge base and expertise of District Services personnel is inconsistent, and individuals within the same department provide different information and advice.
- District Services is not customer (college) service centered, and often insular and/or process-driven.

Recommendations:

- Develop more in-depth new employee orientations.
- Conduct District Services department open houses and/or tours of the colleges.
- Increase in-person conversations and attendance at other departments' meetings.
- Develop a district wide calendar.
- Create job shadowing opportunities for faculty and staff.
- Increase the acceptance of roles and positions at the Colleges and District Services.

- Develop activities and/or compile personnel skills maps.
- Create student ambassador programs.

The Colleges and District Services have been charged to implement the recommendations from the barriers task force; this work is ongoing. To illustrate, IVC has a student ambassador program, both Colleges use a district wide calendar ([IV.D.27](#)), each district services department has conducted tours ([IV.D.28](#)), and facilitated conversations (Higher Understanding Gathering Sessions) ([IV.D.29](#)) have been held with the human resources, fiscal, facilities, and information technology teams to resolve issues.

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 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 in their involvement in college operations, Chancellor Poertner arranged *District Services Road Shows* ([IV.D.29](#)) 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. These 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.

The College meets the standard.

Standard IV.D.3 Multi-College Districts or Systems

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 [IV.D.30](#)), BP-3101 (Budget Management [IV.D.31](#)), BP-3102 (Fiscal Management [IV.D.32](#)), and the Budget Development Guidelines ([IV.D.33](#)). 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* 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.34](#)). These audits are 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 his 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 institutions through application of state-mandated guidelines and the local Board-approved budget guidelines.

The College meets the standard.

Standard IV.D.4 Multi-College Districts Systems

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.8](#)). This policy establishes the college president as the final authority on the college level. At each college, the 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.8](#)), 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 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 Board, the interim chancellor, and the communities they serve hold the college presidents accountable for their performance.

The College meets the standard.

Standard IV.D.5 Multi-College Districts or Systems

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

SOC CD 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.35](#)) 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.36](#)) provides information about the planning and budget process in the District. From a fiscal standpoint, the Budget Development Guidelines ([IV.D.33](#)) 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.37](#)) are integrated with and inform the overall District's Education and Facilities Master Plan ([IV.D.38](#)).

The Colleges' strategic plans are integrated with the District wide Strategic Plan ([IV.D.39](#)), 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.40](#)) 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.41](#)) aligns with the District wide Strategic Plan ([IV.D.39](#)), and establishes the framework of goals and objectives that guide district wide technology planning. The IVC Technology Plan ([IV.D.42](#)) is integrated with the District Technology Plan and both establish standards and priorities for 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 ([IV.D.43](#)). Administrative Unit Reviews (AUR) ([IV.D.44](#)) include an analysis of planning outcomes and a review of planning processes.

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 processes, district wide surveys, college wide surveys, governance committee self-evaluation, and AURs.

The college meets the standard.

Standard IV.D.6 Multi-College Districts or Systems

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.6](#)) 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 advance 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 in Board Highlights ([IV.D.45](#)), 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 emails 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.46](#)) and produced and distributed newsletters ([IV.D.47](#)) to enhance communication and ensure the effective operation of the Colleges ([IV.D.29](#)).

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 emphasize 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.48](#), [IV.D.24](#)).

At the same time, the Colleges and District Services have improved in many respects, as stakeholders enjoy 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, to add new perspectives to the conversation and 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.

The College meets the standard.

Standard IV.D.7 Multi-College Districts or Systems

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.13](#)) 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. 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. 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 ensure integrity and institutional effectiveness.

Analysis and Evaluation

SOCCCD has processes and regularly evaluated district and college role delineations, governance, and decision-making and has developed mechanisms for wide communication of the results of these evaluations. The District and Colleges have conducted surveys ([IV.D.48](#), [IV.D.24](#)), 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	151	28%
Strongly Disagree	90	13%
Don't Know/Not Applicable	140	21%
Total	673	100%

The College meets the standard.

Quality Focus Essay

Action Project One: the Resource Request Process

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 the College's methods for allocating resources in a fair, equitable, and open fashion that reflects its strategic intentions and operational needs. Funds not already allocated for 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 after. All college processes, including those for allocation of resources, have been evolving steadily; the component engendering the most discussion about the need for improvement is the 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 those funds. In 2011, however, the Resource Request Process, which employs Strategic Planning Committees (SPCs) to prioritize allocations, was revised to permit any employee to make a resource request that includes funding sources other than general fund.

To increase the efficiency and open access for requestors, appraisers, and observers in the process, a software 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 stands as 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 IVC now employs 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, Inside.IVC.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.

Each of these three components affords major benefit to the college, but each also results in challenges that the institution continues 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/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 individuals to complete their review work.

In the past, when only unrestricted general funds were 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, because only the highest value requests could be considered. A possible solution to the time commitment issue with everyone reviewing all resource request would be to separate the categorical and restricted funding sources from general fund requests. In theory, an equally transparent and more nimble process could be developed around two broad funding source categories. This new process could be implemented as the College moves to integrate several major planning initiatives: Basic Skills, Student Equity, Student Success Support Programs, Perkins, and the Strong Workforce Initiative.

One idea currently being considered by committee members who have been involved in this process involves reviewing 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. 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, IVC believes the smaller number being considered at each period will reduce the human toll.

Table QFE.1: Action Plan for Addressing the Speed of the Resource Allocation Process

Goal	Action Plan	Responsible Party	Timeline
Expedite the resource request process while maintaining transparency and access	Pilot biannual review cycles.	BDRPC/SPAC	fall 2016 – spring 2017
	Discuss separating categorical fund requests from general fund requests.	BDRPC/SPAC	spring 2017
Align resource request process with the fiscal years of all funding sources	Pilot biannual review cycles.	BDRPC/SPAC	fall 2016-spring 2017
	Pilot triannual review cycle	BDRPC/SPAC	fall 2017-spring 2018
Revise online resource request program	Allow two entry points/consideration cycles	IVC Technology Services	fall 2016-spring 2017
	Allow three entry points/consideration cycles	IVC Technology Services	fall 2017-spring 2018

Action Project Two: Online Education at Irvine Valley College

Overview

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 complete their educational goals, with support provided to faculty and related resources. To support students and faculty, the Online Education Task Force seeks to address the challenges for additional infrastructure, ongoing professional development, student access, course design, and enrollment growth. 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 the second area for the Quality Focus Essay.

Action Project	Outcomes	Alignment with Standards
Online Education Strategic Planning and Implementation	Strategic	I.B.6, A, II.A.7, II.B.1, II.C.1, III.A, B, and C, IV.C, IV.D, and Substantive Change for OE

Description, Purpose and Goals

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 [Q.1.1](#)), OETF Meeting Agenda for the first fall 2016 Meeting ([Q.1.2](#)).

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. The AUR, which includes an assessment plan, is reviewed annually by the OETF. OETF also consults with and communicates planning, annual priorities and technology and innovation needs to the Technology Advisory Task Force (TAF). IVC continues to make changes to its Online Education program and courses in order to continually improve learning and instruction. (Online Education Strategic Plan ([Q.1.3](#)), Districtwide Strategic Plan ([Q.1.4](#)), IVC Technology Plan ([Q.1.5](#)), OE AUR ([Q.1.6](#)).

Online Education Strategic Planning

The focus of the plan is to continually improve student success 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 and is reviewed annually by the OETF. 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 percent online. There are 35 Certificates of Proficiency (COPS) offered 100 percent online. Other AA degrees and GE Certifications can be earned in an online environment, including CSU/IGETC requirements.

In response to the 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.

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 OETF annually reviews the plan.

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 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 providing 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 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.

Table QFE.2: Online education objectives

Objective	Description
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.

The areas of online education IVC that have the most room for improvement are: the distance education curriculum process, faculty professional development, the learning management system, and the online education course review process.

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 percent fully online courses and hybrid courses, the curriculum process is as follows: faculty 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, suggested changes are addressed by faculty; this is followed by the OE/DE proposal being sent to the Curriculum Committee for approval; before finally going 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 its online course offerings and this process begins with curriculum approval. Currently, IVC has approved 101 courses for 100 percent online instruction and/or hybrid instruction and another 54 courses are currently in the process of being approved. IVC's goal is to approve and reassess its online course offerings every semester.

Professional Development

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 offers multiple @ONE Introduction to Teaching with Canvas trainings which focus 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 since 2014:

Online Education Professional Development Opportunities:

- Introduction to Online Teaching with Canvas (IOTC)
- @ONE Online Training: Introduction to Online Teaching and Learning
- @ONE Online Training: Introduction to Teaching with Canvas
- Online Teaching Conference
- 4C/SD Professional Development Conference
- Academic Senate for California Community Colleges Plenary

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 (APTAC) 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 OEI 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, the institution implemented a Canvas Pilot consisting of 51 sections, 36 faculty, and 1271 students and plans to continue to assess, expand, and support the implementation of Canvas during spring, summer, and fall 2017, with the process ending in December 2017.

Online Course Review

In order to continue to ensure rigor and quality of the College’s online and hybrid course offerings, the OETF is developing a system and rubric for evaluating online courses. The development of this process will take place 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. Topics of discussion will include areas of the course that 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.

Table QFE.3: Online Education Action Plan

Action Plan	Measures of Progress	Responsible Party	Timeline
Faculty Professional Development for Online Education	Accessibility: Number of Accessibility Prof. Development Opportunities offered throughout the year.	Technology Services	fall 2015 through spring 2019
	Canvas: Number of completers in the @ONE Introduction to Teaching with Canvas (ITC) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops	Online Education Task Force (OETF) and Technology Services	summer 2016 through fall 2017
	Online Pedagogy – Regular, Effective and Substantive Contact: Number of completers in the @ONE Introduction to Online Teaching and Learning (IOTL) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops	Online Education Task Force (OETF) and Technology Services	spring 2016 through spring 2019
Online Course Review	Approval of Course Design Rubric	OETF, Academic Senate, APTC	spring 2016 through spring 2017

Action Plan	Measures of Progress	Responsible Party	Timeline
	Development and approval of the Online Course Review Process (OE Faculty Handbook)	OETF, TATF, Academic Senate, APTC, SPAC	spring 2016 through spring 2017
	Number of completers of training for Peer Faculty Course Reviewers	OETF	fall 2016 through spring 2019
	Number of Courses Reviewed by Faculty employing a Course Design Rubric	OETF	spring 2018 through spring 2019
	Accessibility: Number of DE Proposals and active courses validated for Section 508 compliance	Technology Services	spring 2018 through spring 2019
LMS Migration from Blackboard to Canvas	Timeline: Approval	OETF, TATF, Academic Senate, APTC, SPAC	spring 2016 through fall 2016
	Phased-In Implementation	OETF and Technology Services	fall 2016 through fall 2017
	Full Implementation of Canvas	OOI, OETF, and Technology Services	spring 2018
Distance Education Curriculum Process	DE Proposal Form Approval	OETF, Curriculum Committee, Academic Senate, APTC	fall 2014 through spring 2016

Action Plan	Measures of Progress	Responsible Party	Timeline
	Number of DE Course Proposals Approved	Technology Services (508 Compliance), Technical Review, Curriculum Committee, Academic Senate	ongoing

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 equity, 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 in 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. I will also provide relevant, innovative, and appropriate workforce training, including courses and programs offered as online education.

List of Acronyms

AACC	American Association of Community Colleges Guided Pathways
AANAPISI	Asian American Native American Pacific Islander Serving Institute
AESL	Adult English as a Second Language
APTC	Academic Planning and Technology Committee
AUO	Administrative Unit Outcome
AUR	Administrative Unit Review
BARC	Budget Allocation _____ Committee
BDRPC	Budget Development and Resources Planning Committee
BOT	Board of Trustees
BPARC	Board Policy & Administrative Regulation Committee
BSI	Basic Skills Initiative
CAI	Common Assessment Initiative
COR	Course Outline of Record
DE	Distance Education
DRAC	District Resource Allocation Committee
DWIPC	District Wide Integrated Planning Committee
DWPC	District Wide Planning Council
F2F	Face to Face
GAP+4	Guarantee Admission Program (Accounting-Cal State University Fullerton)
HUGS	Higher Understanding _____
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiatives
IGETC	Intersegmental General Education Transfer Curriculum
IMS	Information Management System
ISLO	Institutional Learning Outcome
IVC	Orange Valley College
KPI	Key Performance Indicators
MAP	My Academic Plan
MMAP	Multiple Measures Assessment Project
OETF	Online Education Task force
OPRA	Office of Research Planning and Accreditation
PDM	Planning and Decision Making Handbook
PR	Program Review
PSLO	Program Learning Outcome
SC	Saddleback College
SEP	Student Equity Plan
SES	Socioeconomic Status
SLO	Student Learning Outcome

SOCCCD	South Orange County Community College District
SPAC	Strategic Planning and Accreditation Council
SPOWG	Strategic Planning Oversight Work Group

SSAMMO	Student Success, Access, Matriculation, Marketing and Outreach Committee
SSO	Student Service Outcome

OBSOLETE

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Minutes of the Board of Trustees Meeting
ACTION: Approval

Minutes from:

October 24, 2016 Regular Meeting of the Board of Trustees (Exhibit A)

are submitted to the Board for review and approval.

**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
October 24, 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
C.M. Brahmbhatt, Acting Vice Chancellor, Business Services
Robert Bramucci, Vice Chancellor, Technology and Learning Services
David Bugay, Vice Chancellor, Human Resources
Tod Burnett, President Saddleback College
Glenn Roquemore, President Irvine Valley 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 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

On a 7 to 0 vote, the board approved a general unpaid leave of absence without benefits from November 7 through November 23, 2016 to a part-time classified employee at Saddleback College.

On a 7 to 0 vote, the board rejected the claim by Amir Tavassoli.

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 two 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.

Accreditation steering committee members and the college presidents presented updates on the accreditation self-studies 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.

Trustee Whitt requested to remove items 5.1 and 5.4 and 5.5 and Trustee Prendergast requested to remove 5.7 from the consent calendar for separate discussion and action.

On a motion made by Trustee Lang and seconded by Trustee Whitt, 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 September 24, 2016 and Special Meeting held on October 17, 2016.

On a motion made by Trustee Whitt and seconded by Trustee Lang, this item was approved on a 7-0 vote.

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.
On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 7-0 vote.
- 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.

On a motion made by Trustee Jemal and seconded by Trustee Prenderganst, this item was approved on a 7-0 vote.
- 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).

On a motion made by Trustee Lang and seconded by Trustee Whitt, this item was approved on a 7-0 vote.
- 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.

On a motion made by Trustee Prendergast and seconded by Trustee Wright, this item was approved on a 7-0 vote.

- 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.

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 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.

On a motion made by Trustee Prendergast and seconded by Trustee Jay, this item was approved on a 7-0 vote.

- 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.

The Board postponed this item until the next meeting.

- 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.

On a motion made by Trustee Prendergast and seconded by Trustee Jay, this item was approved on a 7-0 vote.

- 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.

On a motion made by Trustee Wright and seconded by Trustee Whitt, this item was approved on a 7-0 vote.

- 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.

A correction was made to Exhibit A, pg. 2, footnote #7. The board approval date was corrected to 10/26/2015.

On a motion made by Trustee Milchiker and seconded by Trustee Prendergast, this item was approved on a 7-0 vote with an advisory abstention vote from Student Trustee Forde.

- 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.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a 7-0 vote with an advisory abstention vote from Student Trustee Forde.

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

On a motion made by Trustee Prendergast and seconded by Trustee Jay, this item was approved on a 7-0 vote.

- 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.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 7-0 vote.

6.11 **SOCCCD: Chancellor Position Description**

Approve modifications to the Chancellor's position description.

On a motion made by Trustee Whitt and seconded by Trustee Milchiker, this item was approved on a 7-0 vote.

7.0 REPORTS

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.

At the request of the board president, this item was postponed until the next board meeting.

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 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 8:01 p.m. in memory of Irvine Valley College student Joshua Thatcher and two long time faculty members from Saddleback College, Dr. Cal Dellefield and James Gordon Lindblad.


Debra L. Fitzsimons, Interim Chancellor

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: New Program for the 2016-17 Academic Year and New, Revised, and Deleted Courses for the 2017-18 Academic Year.

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 2017-18 academic years. Exhibit A includes a new Associate Degree for Transfer as required by SB 1440 (2010) and SB 440 (2013) for the 2016-17 academic year. Exhibit B includes new, revised, and deleted courses for the 2017-18 academic year. The new and 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 Interim 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 and B.

SADDLEBACK COLLEGE
NEW PROGRAMS
ACADEMIC YEAR 2016-2017

New

**Associate in Science in Nutrition and
Dietetics for Transfer Degree**

The Nutrition program prepares students for a wide variety of employment opportunities involving the applications of fundamentals of normal nutrition. Employment possibilities include public agencies, day-care centers for the young and the elderly, food co-ops, recreation work, pregnancy clinics, education (such as preschool and elementary school), health clubs, gym and figure salons, health food stores and nutritional supplement sales, and drug abuse clinics. The program offers coursework for professional improvement, and some courses can be utilized as transfer courses for students pursuing a Bachelor's degree.

Students who complete the Associate in Science in Nutrition and Dietetics 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.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify components of a healthy diet and lifestyle that lead to optimal health and chronic disease prevention.
- Analyze an individual's nutritional status and make appropriate dietary recommendations.
- Identify and analyze credible research on nutrition-related topics.

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 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.

Required Core (21 units)

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
FN 50	Fundamentals of Nutrition	3
PSYC 1	Introduction to Psychology	3
or		
PSYC 1H	Honors Introduction to Psychology	3
CHEM 1A*	General Chemistry	5
and		
CHEM 1B*	General Chemistry	5
or		
CHEM 2*	General Chemistry Principles	5
and		
CHEM 1B*	General Chemistry	5
BIO 15*	General Microbiology	5

List A: Select one course (3-5 units)

CHEM 12A*	Organic Chemistry	5
BIO 11*	Human Anatomy	4
BIO 12*	Human Physiology	4
MATH 10*	Introduction to Statistics	3
PSYC 44*	Statistics for the Behavioral Sciences	3

List B: Select one course (3 units)

FN 110*	Food Preparation Essentials	3
SOC 1	Introduction to Sociology	3

Total Units for the Major

27-29

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

SADDLEBACK COLLEGE
PROPOSED NEW AND REVISED CURRICULUM
ACADEMIC YEAR 2017-2018

Exhibit B
Page 1 of 13

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
ATAS	AUTO 100	120010.00	AUTO. FUNDAMENTALS	tps, SLOs, assign
ATAS	AUTO 101	120020.00	AUTO ELECTRIC SYSTEMS	SLOs, assign, txt
ATAS	AUTO 102	120030.00	ENGINE PERF/IGN	ti fr AUTOMOTIVE ENGINE- PERFORMANCE/ELECTRONICS AND- IGNITION to <u>AUTOMOTIVE ENGINE PERFORMANCE-ELECTRONICS AND IGNITION</u> , SLOs, assign
ATAS	AUTO 103	120040.00	ENGINE PERF/EMISSIONS	ti fr AUTOMOTIVE ENGINE- PERFORMANCE/FUEL AND EMISSION- SYSTEMS to <u>AUTOMOTIVE ENGINE PERFORMANCE-FUEL AND EMISSION SYSTEMS</u> , SLOs, assign, txt
ATAS	AUTO 104A	120050.00	AUTOMOTIVE ENGINES	coreq fr none to <u>AUTO 204A</u> , SLOs, assign, txt, val

SADDLEBACK COLLEGE
PROPOSED NEW AND REVISED CURRICULUM
ACADEMIC YEAR 2017-2018

Exhibit B
Page 2 of 13

ATAS	AUTO 104B	120060.00	AUTOMOTIVE ENGINES	coreq fr None to <u>AUTO 204B</u> , SLOs, assign, txt, val
ATAS	AUTO 105	120070.00	AUTO POWER TRAIN	SLOs, assign, txt
ATAS	AUTO 106A	120080.00	AUTO SUSP AND ALIGN	SLOs, assign
ATAS	AUTO 106B	428167.00	AUTOMOTIVE BRAKE SYS	SLOs, assign
ATAS	AUTO 107	120090.00	AUTO TRANSMISSION	SLOs, assign, txt
ATAS	AUTO 108	120100.00	AUTO AIR CONDITIONING	lim from None to <u>Completion of EPA Section A609 Certification</u> , cat desc, sch desc, SLOs, assign, val
ATAS	AUTO 109	120110.00	CLEAN AIR CAR COURSE	SLOs, assign, txt
ATAS	AUTO 201	433655.00	ADV AUTO ELECTRICAL	cat desc, sch desc, SLOs, assign, txt
ATAS	AUTO 202	433707.00	ADV ENG PERF DIAG	SLOs, assign, txt
ATAS	AUTO 204A	429274.00	ENGN BLPRNTNG-ROT ASM	prereq fr Completion of or concurrent-enrollment in AUTO 104A or 104B to <u>None</u> , coreq fr None to <u>AUTO 104A</u> , cat desc, sch desc, SLOs, moe, assign, txt, val
ATAS	AUTO 204B	992485.00	ENGINE BLUEPRINTING	prereq fr Completion of or concurrent-enrollment in AUTO 104A or 104B to <u>Completion of AUTO 104A</u> , coreq fr None to <u>AUTO 104B</u> , tps, SLOs, assign, txt, val
ATAS	AUTO 205	433053.00	SMOG UPDATE TRAINING	tps, SLOs, moe, assign, txt
ATAS	AUTO 220	430307.00	ALT PROP SYS-AUTO	SLOs, moe, assign, txt
ATAS	AUTO 226	450026.00	AUTO SERV CONSULTANT	SLOs, moe, assign, txt
ATAS	AUTO 227	450147.00	AUTO SERVICE MGMT	SLOs, moe, assign, txt
ATAS	AUTO 228	450025.00	ADV VEHICLE PERFORM	rec prep fr <u>AUTO 100, 102, 103, 202, 207</u> to <u>AUTO 100, AUTO 102, AUTO 103, AUTO 202, AUTO 207</u> , SLOs, moe, assign
ATAS	AUTO 229	450113.00	DIESEL TECHNOLOGY	SLOs, moe, assign, txt
ATAS	AUTO 231	992628.00	HEV-HYBRID ELEC TECH	SLOs, moe, assign, txt
ATAS	AUTO 232	992629.00	DIESEL SYSTEMS TECH	SLOs, moe, assign, txt
ATAS	CMT 215	430336.00	ELEC FOR COMP TECHS	cat desc, sch desc, SLOs, moe, assign, txt
ATAS	CMT 220	260090.00	COMPUTER MAINT-REPAIR	tps, SLOs, moe, assign, txt
ATAS	CMT 225	430338.00	COMPUTER REPAIR II	SLOs, moe, assign, txt
ATAS	CMT 230	430344.00	APPLIED NETWORK TECH	SLOs, moe, assign, txt
ATAS	ET 101	266010.05	SURVEY OF ELECTRONICS	cat desc, sch desc, SLOs, moe, assign, txt
ATAS	ET 118	266100.00	ELCTRNC COMUNCATN SYS	cat desc, sch desc, SLOs, moe, assign, txt
ATAS	FN 64	338100.00	NUTRITION ISSUES	tps, SLOs, moe, assign
ATAS	FN 120	338020.00	CONTEMPORARY MEALS	ti fr CONTEMPORARY MEALS to <u>SUSTAINABLE MEALS</u> , tps, lrng obj, SLOs, assign, txt
ATAS	FN 140	338030.00	CULTURAL CUISINE	SLOs, assign, txt
ATAS	FN 142	338040.00	CLASSICAL FR CUISINE	tps, SLOs, assign, txt
ATAS	FN 150	430030.00	INTRO TO HOSPITALITY	SLOs, moe, assign, txt
ATAS	FN 154	430031.00	HOSPITALITY/PRODUCTIO	SLOs, assign
ATAS	FN 157	430032.00	HOSPITALITY LAW/HUMAN	SLOs, moe, txt

SADDLEBACK COLLEGE
PROPOSED NEW AND REVISED CURRICULUM
ACADEMIC YEAR 2017-2018

Exhibit B
Page 3 of 13

ATAS	FN 160	338060.00	WT MGT EATING DISORD	SLOs, moe, assign, txt
ATAS	FN 173	338140.00	CATERING AND BANQUETS	tps, SLOs, assign, txt
ATAS	FN 205	992481.00	NUTRTN FOR CULN PROF	tps, lrng obj, SLOS, assign
ATAS	FN 210	450202.00	SERVSAFE	cat desc, sch desc, SLOs, moe
ATAS	FN 220	338160.10	FR BISTRO CUISINE	tps, SLOs, assign, txt
ATAS	FN 222	338180.00	CHINESE CUISINE	sch desc, tps, SLOs, moe, assign, txt
ATAS	FN 223	338190.00	ASIAN CUISINE	tps, lrng obj, SLOs, assign, txt
ATAS	FN 226	338195.00	MEXICAN CUISINE	sch desc, tps, SLOs, assign, txt
ATAS	FN 227	429856.00	MEDITERRANEAN CUISINE	tps, SLOs, moe, assign
ATAS	FN 228	428946.00	ITALIAN CUISINE	SLOs, txt
ATAS	FN 230	338197.00	VEGETARIAN CUISINE	SLOs
ATAS	FN 232	428456.00	HEALTHY COOKING	SLOs, assign
ATAS	FN 236	429564.00	AMERICAN REG CUISINE	SLOs, assign, txt
ATAS	FN 240	429854.00	CULINARY PRINC I	cat desc, sch desc, SLOs, moe, assign
ATAS	FN 241	992635.00	CULINARY PRINC II	SLOs
ATAS	FN 244	430233.00	BAKING FUNDAMENTALS I	cat desc, sch desc, tps, SLOs, moe, assign, txt
ATAS	FN 245	430235.00	BAKING FUND II	SAM code fr D to B , cat desc, sch desc, tps, lrng obj, SLOs, moe, assign, txt
ATAS	FN 246	992636.00	PANTRY	cat desc, sch desc, lrng obj, SLOs, moe, assign
ATAS	FN 261	992579.00	INTERNSHIP	cat desc, sch desc, tps, SLOs, assign
ATAS	MFG 200	433650.00	INTRO TO RAPID PROTO	rec prep fr ARCH/DR 50 and 51 to ARCH/DR 50 and MFG 204 , SLOs, val
ATAS	MFG 201	433766.00	ADV CAD MODEL TOOLING	rec prep fr ARCH/DR 50 and 51 to ARCH/DR 50 and MFG 204 , SLOs, val
ATAS	MFG 202	433716.00	INDUSTRIAL MATERIALS	SLOs, moe, txt
ATAS	MFG 203	433717.00	INTRO MANUFACTNG PROC	SLOs, txt
ATAS	MFG 204	433722.00	3D CAD SOLIDWK	rec prep fr DR/ARCH 50 and 51 to DR/ARCH 50 , SLOs, val
ATAS	MFG 205	450174.00	SILICNE/URETHNE MOLDS	SLOs
ATAS	MFG 206	450175.00	RESIN & FOAM CASTING	SLOs
ATAS	MFG 207	433757.00	NUMERICAL CNTRL PRG I	SLOs
ATAS	MFG 208	433758.00	NUMERIC CONTRL PRG II	SLOs
ATAS	MST 210	512300.00	COASTAL NAVIGATION	tps, SLOs, moe, assign
ATAS	MST 211	512310.00	CELESTIAL NAVIGATION	tps, SLOs, moe, txt
ATAS	MST 212	512372.00	SAIL,SEAMAN,BOAT SFTY	tps, SLOs, moe, txt
ATAS	MST 214A	433059.00	INTER OCEAN SAILING	tps, SLOs, moe, txt, val
ATAS	MST 214B	512410.05	ADV CRUISING	tps, SLOs, moe, txt, val
ATAS	MST 215	428952.00	VESSEL COMMAND & ORGN	tps, SLOs, moe, txt
ATAS	MST 216	430431.00	USCG LICENSE PREP	tps, SLOs, moe, txt
ATAS	MST 218	433424.00	ELECT AIDS NAVIGATION	tps, SLOs, moe
ATAS	MST 219	433425.00	MARINE ECOL SURV/GIS	tps, lrng obj, SLOs, moe, txt
ATAS	MST 224	433971.00	CRUISE CHANNEL ISLDS	tps, SLOs, moe, txt
ATAS	TOUR 252	842040.00	WRLD DEST.WEST.HEMIS.	SLOs, moe, assign

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ATAS	TOUR 253	842050.00	WRLD DES-EUROPE	SLOs, assign, txt
ATAS	TOUR 254	842060.00	WRLD DES-PAC,AS,AF,ME	SLOs, assign
ATAS	TOUR 255	842070.00	SELLING DREAMS-TRAVEL	SLOs, assign
ATAS	TOUR 257	842082.00	TOURS AND CRUISES	tps, SLOs, assign, txt
ATAS	TOUR 259	842086.00	AIRLINE COMPUT TRAING	assign
ATAS	TOUR 260	432577.00	ADV AIRLINE COMP TRN	SLOs, assign
BS	CIM 1	192010.05	COMPUTER INFORMATION SYSTEMS	tps, lrgn obj, SLOs, moe, txt
BS	CIM 10	500260.25	INTRODUCTION TO INFORMATION SYSTEMS	un fr 3 units/3 hrs lec 0 hr lab/0 hr lrng-centr to <u>3 units/2.5 hrs lec 1.50 hrs lab/0 hr lrng centr</u> , lrng obj, SLOs, moe
BS	CIM 112	192300.05	MICROSOFT OFFICE	lrng obj, SLOs
BS	CIM 120	192265.00	COMPUTER LITERACY	SLOs, txt
BS	CIM 121A	192290.05	KEYBOARDING FOR COMPUTERS - BEGINNING	moe
BS	CIM 121B	192290.40	KEYBOARDING FOR COMPUTERS - INTERMEDIATE	SLOs, moe
BS	CIM 121C	192290.45	KEYBOARDING FOR COMPUTERS - ADVANCED	tps, SLOs, moe
BS	CIMA 102	431695.00	WORD PROCESSING - WORD	tps, SLOs, moe, assign, txt
BS	CIMA 102A	192360.05	WORD PROCESSING - WORD--BEGINNING	tps, SLOs, moe, assign, txt
BS	CIMA 102B	192360.35	WORD PROCESSING: WORD--ADVANCED	tps, lrng obj, SLOs, txt, val
BS	CIMA 104	431697.00	SPREADSHEETS - EXCEL	tps, txt
BS	CIMA 104A	612000.20	SPREADSHEETS - EXCEL--BEGINNING	SLOs, moe
BS	CIMA 104B	612000.35	SPREADSHEETS - EXCEL--INTERMEDIATE	rec prep fr None to <u>CIMA 104A</u> , tps, SLOs, moe, assign, txt, val
BS	CIMA 106	431698.00	DATABASE - ACCESS	SLOs, moe, assign, txt
BS	CIMA 108	192402.10	BUSINESS PRESENTATIONS - POWERPOINT	tps, SLOs, moe, txt
BS	CIMA 202	405001.00	ADVANCED WORD PROCESSING - WORD	SLOs
BS	CIMA 204	992714.00	ADVANCED SPREADSHEETS - EXCEL	SLOs
BS	CIMA 206	405002.00	ADVANCED DATABASE - ACCESS	SLOs
BS	CIMA 212	433078.00	MANAGING PROJECTS WITH MICROSOFT PROJECT	cat desc, sch desc, tps, lrng obj, SLOs, assign

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BS	CIMA 223A	430472.00	COMPUTERIZED ACCOUNTING - QUICKBOOKS--BEGINNING	assign, txt
BS	CIMA 223B	430472.05	COMPUTERIZED ACCOUNTING - QUICKBOOKS--ADVANCED	tps, lrng obj, SLOs, assign, txt
BS	CIMA 283A	431069.00	OFFICE SKILLS--OFFICE PROCEDURES	SLOs, txt
BS	CIMA 283B	431070.00	OFFICE SKILLS--KEYBOARDING	SLOs
BS	CIMA 283D	431072.00	OFFICE SKILLS--WINDOWS	lrng obj, SLOs
BS	CIMA 283E	431073.00	OFFICE SKILLS--WORD PROCESSING (WORD)	SLOs, assign, txt
BS	CIMA 283F	431074.00	OFFICE SKILLS--SPREADSHEETS (EXCEL)	SLOs, txt
BS	CIMA 283G	431998.00	OFFICE SKILLS--DESKTOP PRESENTATION FOR BUS (POWERPOINT)	SLOs, txt
BS	CIMA 283H	431999.00	OFFICE SKILLS--DATABASE (ACCESS)	SLOs, txt
BS	CIMA 283K	992692.00	OFFICE SKILLS--BUSINESS EMAIL (OUTLOOK)	SLOs, txt
BS	CIMA 283J	432591.00	OFFICE SKILLS--DESKTOP PUBLISHING (PUBLISHER)	SLOs
BS	CIMA 288	433988.00	DATABASE REPORTING	tps, SLOs, txt
BS	CIMN 100	431692.00	COMPUTER OPERATING SYSTEMS- WINDOWS	cat desc, sch desc, tps, lrgn obj, SLOs, assign, txt
BS	CIMN 100A	429849.00	COMPUTER OPERATING SYSTEMS - WINDOWS-- BEGINNING	cat desc, sch desc, tps, lrng obj, SLOs, moe, assign, txt
BS	CIMN 100B	429849.05	COMPUTER OPERATING SYSTEMS - WINDOWS-- INTERMEDIATE	cat desc, sch desc, tps, lrng obj, SLOs, moe, assign, txt, val
BS	CIMN 130	431691.00	COMPUTER OPERATING SYSTEMS - UNIX AND LINUX	tps, SLOs, moe
BS	CIMN 200	192398.00	INTRODUCTION TO NETWORKING	SLOs, moe
BS	CIMN 210	429296.00	NETWORKING ESSENTIALS AND TECHNOLOGIES	tps, SLOs, moe, assign, txt
BS	CIMN 220A	992295.00	MCSE CERTIFICATION EXAM PREP I	tps, SLOs, moe, txt

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BS	CIMN 220B	992296.00	MCSE CERTIFICATION EXAM PREP II	tps, SLOs, txt
BS	CIMN 220C	992297.00	MCSE CERTIFICATION EXAM PREP III	SLOs, txt
BS	CIMN 220D	992298.00	MCSE CERTIFICATION EXAM PREP IV	dc
BS	CIMN 220E	992299.00	MCSE CERTIFICATION EXAM PREP V	dc
BS	CIMN 220F	992676.00	MCITP CERTIFICATION EXAM PREP VI	dc
BS	CIMN 240	432334.00	FUNDAMENTAL UNIX/LINUX SYSTEM ADMINISTRATION	SLOs
BS	CIMN 250	432335.00	NETWORK AND SECURITY ADMINISTRATION USING UNIX/LINUX	SLOs
BS	CIMN 260	433756.00	INTERCONNECTING CISCO NETWORK DEVICES	ti fr INTERCONNECTING CISCO NETWORK DEVICES to <u>CISCO CCNA</u> , tps, SLOs, txt
BS	CIMP 115	433995.00	BUSINESS PROGRAMMING-- C#	SLOs, txt
BS	CIMP 210	374055.00	MS SQL SERVER BUSINESS INTELLIGENCE DEV/T-SQL	cat desc, sch desc, tps, SLOs
BS	CIMP 220	405000.00	ANDROID MOBILE APPS - BEGINNER	cat desc, tps, SLOs, txt
BS	CIMP 222	410033.00	ANDROID MOBILE APPS ADVANCED	SLOs, txt
BS	CIMP 225	410034.00	WINDOWS STORE APPS BEGINNING	SLOs, txt
BS	CIMP 235	410035.00	IPHONE & IPAD PROGRAMMING BEGINNING	SLOs, txt
BS	CIMP 241	410036.00	CLOUD COMPUTING FOR DEVELOPERS	tps, lrgn obj, SLOs, txt
BS	CIMP 5	192280.05	BUSINESS PROGRAMMING I - VISUAL BASIC	tps, txt
BS	CIMP 7A	430488.00	BUSINESS PROGRAMMING - JAVA--BEGINNING	tps
BS	CIMP 7B	430488.05	BUSINESS PROGRAMMING - JAVA--ADVANCED	sch desc, tps
BS	CIMS 200	431704.00	INFORMATION SECURITY FUNDAMENTALS	SLOs, assign

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BS	CIMS 230	433077.00	SECURITY+	SLOs, txt
BS	CIMS 240	992300.00	INTRODUCTORY COMPUTER FORENSICS	SLOs, moe, txt
BS	CIMS 250	450172.00	CYBERLAW	SLOs
BS	CIMW 100	992719.00	WEB SITE DEVELOPMENT - HTML	rec prep fr None to <u>CIMN 100 or CIMN 100A/B</u> , lrng obj, SLOs, assign, txt, val
BS	CIMW 100A	433032.00	WEB SITE DEVELOPMENT - HTML-BEGINNING	tps, lrng obj, SLOs, moe, assign, txt, val
BS	CIMW 100B	433032.20	WEB SITE DEVELOPMENT - HTML--ADVANCED	tps, lrng obj, SLOs, moe, assign, txt, val
BS	CIMW 105	429892.00	WEB DEVELOPMENT AND DB - INTRO SQL AND MYSQL	txt
BS	CIMW 110A	431703.00	INTRO TO CREATING WEB PAGES I USING DREAMWEAVER & WP	dc
BS	CIMW 110B	431703.20	INTRO TO CREATING WEB PAGES II USING DREAMWEAVER & WP	dc
BS	CIMW 115	650750.00	INTRO WEB DESIGN & DEVELOPMENT WEB PAGE CREATION DREAMWEAVER	ti fr INTRO WEB DESIGN & DEVELOPMENT- WEB PAGE CREATION DREAMWEAVER , to <u>INTRO CREATING WEB PAGES DREAMWEAVER AND WORD PRESS</u> , tps, lrng obj, SLOs, txt
BS	CIMW 207	429605.00	SOCIAL MEDIA & WEB FUNDAMENTALS	tps, SLOs
BS	CIMW 220	992615.00	WEB AND MOBILE 3D & 2D ANIMATION - ADOBE FLASH	dc
BS	CIMW 250	432589.00	MICROSOFT ASP.NET--BEGINNING	SLOs, txt
BS	CIMW 262	992269.00	AJAX--ADVANCED JAVASCRIPT WITH XML	SLOs, txt
BS	CIMW 280	432597.00	WEB DESIGN - CAPSTONE PORTFOLIO	tps, txt
EI	CIM 610X	1000241.00	LIFE AND TECHNOLOGY INTEGRATION FOR OLDER ADULTS	nc, 0 unit/1 hr lec/1 hr lab/0 hr lrng cntr, rpt 99
EI	ENG 670X	1000240.00	LITERATURE AND LIFE	nc, 0 unit/2 hrs lec/0 hr lab/0 hr lrng cntr, rpt 99

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FAMT	CWE 180	429745.00	CO-OP-ED COMMERCIAL MUSIC	nc, 2 units/0 hr lec/0 hr lab/9.04 hrs lng cntr, repeatable 3 times
FAMT	PHOT 653	431631.00	ADVANCED PHOTOSHOP & DIGITAL IMAGING	nc, prereq PHOT 152 , rec prep PHOT 50 , 3 units/2 hrs lec/3 hrs lab/0 hr lng cntr, non-repeatable
FAMT	SP 601H	806010.00	HONORS COMMUNICATION FUNDAMENTALS	nc, 3 units/3 hrs lec/0 hr lab/0 hr lng cntr, non-repeatable
HS	HIT 222	374056.00	ADVANCED CODING APPLICATIONS	nc, prereq HIT 221 , rec prep CIM 1, HIT 200, HSC 233, HSC 244, HIT 215, HIT 220 & HIT 202 , 4 units/2 hrs lec/6 hrs lab/0 hr lng cntr, non-repeatable
HS	HS 220	450203.00	BENEFITS AND ENTITLEMENT	cat desc, sch desc, tps, SLOs, moe, txt
HS	HSC 152	429116.30	ADAPTED KINESIOLOGY ASSISTING	dc
HS	HSC 222	386380.00	BASIC LIFE SUPPORT-CPR FOR HEALTHCARE PROVIDERS	ti fr BASIC LIFE SUPPORT-CPR FOR HEALTHCARE PROVIDERS to <u>BASIC LIFE SUPPORT-CPR FOR HEALTH CARE PROVIDERS</u> , rec prep fr None to <u>Previous experience or course work in health care field (EMT, Paramedic, Nursing, etc.)</u> , tps, lng obj, SLOs, moe, assign, txt, val
HS	HSC 223	386400.00	BASIC LIFE SUPPORT-CPR FOR HEALTHCARE PROVIDERS RENEWAL	tps, lng obj, SLOs, moe, assign, txt, val
HS	HSC 226	386425.00	ADVANCED CARDIAC LIFE SUPPORT	lim fr HSC 217 to <u>None</u> , rec prep fr Current BLS Healthcare Provider to <u>Current BLS Healthcare Provider HSC 217</u> , lng obj, SLOs, moe, assign, txt, val
HS	HSC 227	430827.00	PEDIATRIC ADVANCED LIFE SUPPORT	rec prep fr None to <u>Previous experience or course work in health care field (EMT, paramedic nursing, etc.)</u> , tps, lng obj, SLOs, moe, assign, txt, val
HS	HSC 228	386435.00	CALCULATIONS FOR MEDICATION ADMINISTRATION	tps, lng obj, SLOs, moe

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HS	INSR 200	450003.00	ADVANCED CODING AND CERTIFICATION PREPARATION	ti fr- ADVANCED CODING AND- CERTIFICATION PREPARATION MEDICAL- ASSISTING CLINICAL to <u>MEDICAL OFFICE CODING CERTIFICATION PREPARATION AND REVIEW</u> , rec prep fr- MA 224A, MA- 226A, and MA 228A to <u>Administrative or Comprehensive Medical Assistant Courses</u> , cat desc, sch desc, lrng obj, SLOs, assign, txt, val
HS	MA 217A	429438.00	MEDICAL ASSISTING CLINICAL EXPERIENCE-- ADMINISTRATIVE	prereq fr- Enrollment in Medical Assistant- Program and completion of MA 206, 211A, 212A, 213A, HSC 201, 222, 233 and MA- 224A, 226A, 228A, 260 to <u>Completion of all required didactic courses for the Administrative Medical Assistant Certificate</u> , lim fr (1) Must have current- Basic Life Support CPR card for Healthcare- Providers; (2) Must have professional- liability insurance; (3) Physical examination and health clearance are required to <u>Enrollment requires: 1) completion of all administrative medical assistant program requirements 2) health screening physical examination and immunizations 3) Basic Cardiac Life Support Certificate (BLS) 4) Proof of Medical Liability Insurance</u> , cat desc, sch desc, tps, lrgn obj, SLOs, moe, assign, txt, val

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HS	MA 217B	429440.00	MEDICAL ASSISTING CLINICAL EXPERIENCE CLINICAL	prereq fr Enrollment in Medical Assistant Program and completion of MA 206, 211B, 212B, 213B, 214B, 218B, 260, HSC 201, 222, 233 to <u>Completion of all required didactic courses for the Clinical Medical Assistant Certificate</u> , lim fr (1) Must have current Basic Life Support CPR card for Healthcare Providers; (2) Must have professional liability insurance; (3) Physical examination and health clearance are required to <u>Enrollment requires: 1) completion of all clinical medical assistant program requirements 2) health screening physical examination and immunizations 3) Basic Cardiac Life Support Certificate (BLS) 4) Proof of Medical Liability Insurance Coverage</u> , cat desc, sch desc, tps, lrgn obj, SLOs, moe, assign, txt, val
HS	MA 217C	485300.00	MEDICAL-ASSISTING CLINICAL EXPERIENCE COMPREHENSIVE	prereq fr Enrollment in Medical Assistant Program and completion of HSC 201, 222, 233, MA 206, 211A, 211B, 212A, 212B, 213A, 213B, 214B, 218B, 224A, 226A, 228A, and 260 to <u>Completion of all didactic courses in the comprehensive medical assistant program</u> , lim fr (1) Must have current Basic Life Support CPR card for Healthcare Providers; (2) Must have professional liability insurance; (3) Physical examination and health clearance are required to <u>Completion of all didactic courses in the comprehensive medical assistant program 2) Health screening physical examination and immunizations 3) Basic Cardiac Life Support Certificate (BLS) 4) Proof of Medical Liability Insurance</u> , cat desc, sc desc, tps, lrgn obj, SLOs, moe, assign, val
HS	MLT 210	450148.00	INTRODUCTION TO THE CLINICAL LABORATORY PROFESSION	SLOs, moe, assign, txt

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HS	MLT 211	450149.00	BASIC LABORATORY PROCEDURES	rec prep fr MATH 205 or 253 to <u>MATH 253</u> , tps, SLOs, txt
HS	MLT 230	992622.00	CLINICAL CHEMISTRY	tps, lrgn obj, SLOs, moe, assign, txt
HS	MLT 232	450156.00	CLINICAL MICROBIOLOGY	tps, SLOs, moe, assign, txt, val
HS	MLT 235	450150.00	CLINICAL URINALYSIS	tps, lrgn obj, SLOs, assign, txt, val
HS	MLT 236	992623.00	CLINICAL HEMATOLOGY	tps, SLOs, txt, val
HS	MLT 242	450157.00	CLINICAL CHEMISTRY PRACTICUM	tps, SLOs
HS	MLT 243	450151.00	CLINICAL IMMUNOLOGY - IMMUNOHEMATOLOGY	tps, lrgn obj, SLOs, moe, assign, txt, val
HS	MLT 244	450158.00	CLINICAL HEMATOLOGY, COAGULATION, AND URINALYSIS PRACTICUM	tps, SLOs, assign, txt
HS	MLT 252	450159.00	CLINICAL MICROBIOLOGY PRACTICUM	tps, SLOs, assign, txt
HS	MLT 253	450160.00	CLINICAL IMMUNOLOGY - IMMUNOHEMATOLOGY PRACTICUM	tps, SLOs, assign, txt
HS	N 160	386223.00	PHARMACOLOGY FOR NURSING	tps, lrgn obj, SLOs, moe, assign, txt, val
HS	N 161	386225.00	LIFECYCLE 2, GROWTH AND DEVELOPMENT	tps, SLOs, moe, assign, txt
HS	N 162	450137.00	SUCCESSFUL TRANSITION TO PROFESSIONAL NURSING LAB	tps, lrgn obj, SLOs, assign, txt, val
HS	N 162	639500.00	SUCCESSFUL TRANSITION TO PROFESSIONAL NURSING	SLOs, txt, val
HS	N 165	368010.10	LIFECYCLE 1, FUNDAMENTALS OF AGING	SLOs, moe, assign, txt
HS	N 170	639000.00	NURSING PROCESS	lim fr None to <u>Official admission to the nursing program.</u> , sch desc, SLOs, moe, assign, val
HS	N 170	639010.00	NURSING PROCESS LAB	lim fr None to <u>Official admission into the nursing program.</u> , sch desc, tps, SLOs, assign, txt, val
HS	N 172	639100.00	MEDICAL-SURGICAL NURSING	lim fr None to <u>Admission to the nursing program</u> , rec prep fr HSC 228 to <u>HSC 228 N 212</u> , SLOs, moe, assign, val
HS	N 172	639110.00	MEDICAL-SURGICAL NURSING LAB	lim fr None to <u>Admission to nursing program</u> , rec prep fr HSC 228 to <u>HSC 228 N 212</u> , SLOs, moe, assign, val

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HS	N 173	431709.00	NURSING CARE OF CHILDREN AND FAMILIES	lim fr Official admission to the nursing program to <u>Official admission to the nursing program; Tb test negative; if Tb test positive must have negative chest x-ray and symptoms evaluation</u> , cat desc, sch desc, SLOs, moe, assign, txt, val
HS	N 173	431713.00	NURSING CARE OF CHILDREN AND FAMILIES LAB	sch des, tps, lng obj, SLOs, moe, assign, txt, val
HS	N 174	639300.00	WOMEN'S HEALTH NURSING	lim fr None to <u>official admission to the nursing program.</u> , cat desc, sch desc, tps, lng obj, SLOs, moe, assign, txt, val
HS	N 174	639310.00	WOMEN'S HEALTH NURSING LAB	cat desc, sch desc, tps, SLOs, moe, assign, txt
HS	N 176	639400.00	ADVANCED NURSING	lim fr None to <u>Admission to the nursing program</u> , tps, SLOs, moe, assign, txt
HS	N 176	639410.00	ADVANCED NURSING LAB	tps, SLOs, moe, assign, txt, val
HS	N 202	433723.00	SUCCESS IN NURSING	lim fr Official admission to the nursing program to <u>Official admission to the nursing program is needed as course is designed to be a support course to promote success in N170 and prepare for N172.</u> , sch desc, tps, SLOs, moe, assign, txt
HS	N 204	475002.00	BEG NURSING CONCEPTS	rec prep fr BIO 11 and 15 to <u>None</u> , tps, lng obj, SLOs, assign, txt, val
HS	N 238	386520.00	PERIOP NSG I	tps, SLOs, moe, assign, txt
HS	N 245	644053.00	I.V. THERAPY TECHNIQUES FOR NURSES	tps, lng obj, SLOs, moe, assign
HS	N 663	1000238.00	NURSING CAREPLANS AND MAPS	nc, 1 unit/1 hr lec/0 hr lab/0 hr lng cntr, non-repeatable
HS	PHLB 241	433029.00	PHLEBOTOMY CERTIFICATION PREPARATION	dc
HS	SL 1	794060.00	AMERICAN SIGN LANGUAGE I	rec prep fr Eligibility for ENG 1A to <u>ENG 1A</u> , lng obj, SLOs, moe, assign, txt, val
HS	SL 101	794050.00	DEAF CULTURE/HISTORY	cat desc, tps, SLOs, moe, txt
HS	SL 2	794070.00	AMERICAN SIGN LANGUAGE II	lng obj, SLOs, moe, assign, txt, val

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HS	SL 3	794080.00	AMERICAN SIGN LANGUAGE III	lrng obj, SLOs, moe, assign, txt, val
HS	SL 4	794085.00	AMERICAN SIGN LANGUAGE IV	lrng obj, SLOs, moe, assign, txt, val
HS	SL 140	992619.00	SIGN LANGUAGE SKILLS LAB BEGINNING	dc
HS	SL 141	992620.00	SIGN LANGUAGE SKILLS LAB INTERMEDIATE	dc
HS	SL 142	992621.00	SIGN LANGUAGE SKILLS LAB ADVANCED	dc
HS	SL 201	433379.00	FINGERSPELLING AND NUMBERS	dc
KNES	KNES 613	675390.00	TRAINING AND THEORY OF THE YOGIC ENERGY SYSTEM	nc, 1 unit/1 hr lec/0 hr lab/0 lrng cntr, non-repeatable
LA	CWE 180	433687.00	CO-OP-ED JOURNALISM	dc
LA	ENG 221	992288.00	ACADEMIC READING - HUMAN ANATOMY	dc
LA	ENG 222	992287.00	ACADEMIC READING - PHYSIOLOGY	dc
LA	ITA 10	452110.00	INTERMEDIATE CONVERSATIONAL ITALIAN	prereq fr ITA 2 or three years of high school Italian to <u>ITA 2 or four years of high school Italian</u> , tps, lrng obj, SLOs, moe, assign, txt, val
LA	JRN 110	992741.00	MEDIA DESIGN	dc
LA	PHIL 601H	374053.00	INTRODUCTION TO PHILOSOPHY	nc, rec prep <u>Eligibility for ENG 1A</u> , 3 units/3 hrs lec/0 hr lab/0 hr lrng cntr, non-repeatable

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Community Education, Spring 2017

ACTION: Approval

BACKGROUND

The South Orange Community College District is known for offering high-quality, non-credit programs and fee-based classes. Saddleback College performs an 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 Saddleback College Community Education to serve the community during Spring 2017. Expenses for conducting these classes will be paid by the income from participant fees.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Community Education courses, presenters, and compensation.

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
1 of 6

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
Adult	Acrylic/Oil Painting Workshop		Jean Marie Christian (I)	50% Net	\$126
	Ballroom And Swing		Dance Quick (I)	45% Gross	\$49
	Beatles Intermediate Guitar		Ron Gorman (E)	60% Gross	\$60
	Become A Professional Organizer		Nancy Miller (E)	50% Net	\$39
	Become A Programmer		Bob Cohen (I)	50% Net	\$39
	Beginning And Intermediate Watercolor Workshop		Jean Marie Christian (I)	50% Net	\$126
	Beginning Blues Harmonica		David Broida (E)	50% Net	\$49
	Beginning Guitar		Ron Gorman (E)	60% Gross	\$99
	Beginning Guitar For Kids/Teens		Ron Gorman (E)	60% Gross	\$99
	Beginning Ukulele		Ron Gorman (E)	60% Gross	\$95
	Black And White Digital Photography		Laura Hoffman (I)	50% Net	\$168
	Blogging For Fun And Profit		Bob Cohen (I)	50% Net	\$39
	Botanicals Watercolor Workshop		Jean Marie Christian (I)	50% Net	\$126
	Bride And Groom's First Dance		Dance Quick (I)	45% Gross	\$25
	Business Series		Connected Women Of Influence (I)	50% Net	\$175
	Commercial Real Estate Investing		Investment R/E Source (I)	50% Net	\$99
	Community Homeowner Association (HOA) Leadership Training Program		Patrick Prendiville (I)	50% Net	\$50
	Country Line Dance		Dance Quick (I)	45% Gross	\$49
	Country Two-Step		Dance Quick (I)	45% Gross	\$49
	Creative Digital Portrait Photography		Laura Hoffman (I)	50% Net	\$168
	CTE: Dental Assisting		CUSD Partnership (I)	Grant	Grant
	CTE: Surgical Technician		CUSD Partnership (I)	Grant	Grant
	CTE: Pharmacy Technician		CUSD Partnership (I)	Grant	Grant
	Digital Photography 1		Laura Hoffman (I)	50% Net	\$126
	Digital Photography 2		Laura Hoffman (I)	50% Net	\$168
	Drawing Workshop		Jean Marie Christian (I)	50% Net	\$84
	ESL 332		Adult Education Instructor (E)	Varies	Non-Credit
	Feng Shui Tools For Better Living		Feng Shui Solutions (I)	50% Net	\$49
	Finding Freelance Work On The Internet		Bob Cohen (I)	50% Net	\$39
	Fingerstyle Guitar		Ron Gorman (E)	60% Gross	\$90
	First Hand French		Nancy Allah (E)	50% Net	\$85
	Foreign Language Students		FLS	Varies	Varies
	Get Into E-Commerce for FREE!		Mike Rounds (E)	50% Net	\$39
	Healthy Harmonica: Songs And Rhythms		David Broida (E)	50% Net	\$29
	High School Equivalency Preparation		Adult Education Instructor (E)	Varies	Varies
	HiSet Testing		Javier Corrales (E)	Varies	Varies
	How To Be A Special Event/Wedding Planner		Farla Binder (E)	50% Net	\$49
	How To Be Published For FREE!		Mike Rounds (E)	50% Net	\$39
	How To Become A Mystery Shopper		Elaine Moran (E)	50% Net	\$49
	How To Create A Website in 24 Hours for Free!		Mike Rounds (E)	50% Net	\$39
	How to Market Your Small Business - Profitably		Mike Rounds (E)	50% Net	\$39
	How To Organize Your Home And Office		Nancy Miller (E)	50% Net	\$39
	How To Play Piano By Ear		Craig Coffman (I)	50% Net	\$45
	How To Sell On eBay®		Frances Greenspan (E)	50% Net	\$65
	HSE Computer Technology Learning Center		Adult Education Instructor (E)	Varies	Non-Credit
	HSE Math		Adult Education Instructor (E)	Varies	Non-Credit
	HSE Math - Spanish		Adult Education Instructor (E)	Varies	Non-Credit
	HSE Reading/Writing		Adult Education Instructor (E)	Varies	Non-Credit
	HSE Reading/Writing - Spanish		Adult Education Instructor (E)	Varies	Non-Credit
	Human Resources Certificate Series: Make the Right Call		Allison Pratt	50% Net	\$175
	Improving Your PC's Performance		Bob Cohen (I)	50% Net	\$39
	Instant Piano For Hopelessly Busy People		Craig Coffman (I)	50% Net	\$45
	Intermediate Guitar		Ron Gorman (E)	60% Gross	\$60
	Introduction to Digital Photography: "The Camera Class"		Laura Hoffman (I)	50% Net	\$45
	Introduction To Wine Appreciation		Michelle Mooney (E)	50% Net	\$85
	Inventors: Get Ready For Shark Tank!		Nancy Miller (E)	50% Net	\$39
	Investment Boot Camp		Jalon O'Connell (E)	50% Net	\$39
	Investment Strategies For Growth And Income		Charles Goffin (E)	50% Net	\$39
	iPhones® and iPads®: Beyond The Basics		Bob Cohen (I)	50% Net	\$39
	iPhones®, iPads®, . . . And I'm Lost®		Bob Cohen (I)	50% Net	\$39
	Italian Supreme: A Taste Of Italy		Conversa (I)	50% Net	\$153
	Loan Signing Specialist Training		Masters Notary Academy (I)	\$35 PP	\$70
	Makeup 101		Michele Von Entress (E)	50% Net	\$175
	Marketing Your Business On Facebook And Social Media Sites		Bob Cohen (I)	50% Net	\$39
	Master Your Investments		Jalon O'Connell (E)	50% Net	\$70
	Notary Public Training		Masters Notary Academy (I)	\$35 PP	\$70
	Online Dating For Adults Over 50		Bob Cohen (I)	50% Net	\$39
	On-Line No-Credit Classes		Education To Go (I)	\$55-\$175pp	\$94-299
	Parenting Resilience		Elsie Beach (E)	50% Net	\$149
	Piano Made Easy Series		Craig Coffman (I)	50% Net	\$75
	Plating for Food Styling 101		Denise Stillman (E)	50% Net	\$80
	Plating for Food Styling 101: Part 1		Denise Stillman (E)	50% Net	\$45

(E) Employee
(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
2 of 6

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	Plating for Food Styling 101: Part 2		Denise Stillman (E)	50% Net	\$45
	Plein Air Landscape Watercolor Workshop		Jean Marie Christian (I)	50% Net	\$126
	Proctoring Services		In-House Services (E)	pp	\$50-75
	Property Management Anyone Can Do		Stephen Dexter (E)	50% Net	\$59
	Salsa Dance		Dance Quick (I)	45% Gross	\$49
	Secrets Of Social Media And Internet Marketing		Bob Cohen (I)	50% Net	\$39
	Social Security Strategies And Retirement Planning		Jalon O'Connell (E)	50% Net	\$70
	Sound Retirement Strategies		David Brown (E)	50% Net	\$39
	Speed Spanish		Christy Nelson (E)	50% Net	\$59
	SRT - Motorcyclist Safety Program		Saddleback Rider Training (I)	Varies	\$250
	Stained Glass For Beginners		Glass Spectrum (I)	50% Gross	\$150
	Success Through Self-Respect		George Miller (E)	50% Net	\$39
	Supervisor Skills Certificate Series - PART 1		Insight Systems Group (I)	50% Net	\$365
	Supervisor Skills Certificate Series - Part 2		Insight Systems Group (I)	50% Net	\$365
	Teen Road To Safety		Teen Road To Safety Inc. (I)	Varies	Varies
	Travel Tours/Multi-Day Trips		Good Times Travel (I)	PP	PP
	Using Your Computer To Make Money		Nancy Miller (E)	50% Net	\$39
	Veterans Art Project		TBA	Varies	Varies
	What Were You Born To Do?		Curtis Adney (E)	50% Net	\$55
	XinYi Mandarin Chinese		Hao Zhao (I)	50% Net	\$140
	You're Retired! Now What?		Elaine Moran (E)	50% Net	\$39
	Youth And The Law		Juvenile Consulting Services (I)	Varies	Varies
	Youth Drug and Alcohol Awareness Education Program		Juvenile Consulting Services (I)	Varies	Varies
	AESL Tutoring		TBA	Varies	Varies
	AESL 701: Basic Literacy: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 702: Beginning Low: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 703: Beginning High: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 704: Intermediate Low: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 705: Intermediate High: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 706: Advanced Low: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 707: Advanced High: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	AESL 708: Citizen Preperation: Adult Education English As A Second Language		Adult Education Instructor (E)	Varies	Non-Credit
	ART 10: Ceramics Fundamentals		Art Faculty (E)	50% Net	\$6.25/hr
	ART 11: Ceramics: Wheel I		Art Faculty (E)	50% Net	\$6.25/hr
	ART 12: Ceramics- Wheel II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 13: Ceramics- Wheel III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 140: Beginning Graphic Design		Art Faculty (E)	50%Net	\$6.25/hr
	ART 141: Graphic Rendering Techniques		Art Faculty (E)	50%Net	\$6.25/hr
	ART 142: Package Design		Art Faculty (E)	50%Net	\$6.25/hr
	ART 143: Art Survival: From Student To Artist		Art Faculty (E)	50%Net	\$6.25/hr
	ART 145: Graphic Illustration		Art Faculty (E)	50%Net	\$6.25/hr
	ART 150: Architectural Ceramics I		Art Faculty (E)	50%Net	\$6.25/hr
	ART 164: Printmaking (Intaglio/Etching and Relief) IV		Art Faculty (E)	50%Net	\$6.25/hr
	ART 175: Metal Casting		Art Faculty (E)	50%Net	\$6.25/hr
	ART 216: Ceramics- Handbuilding II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 217: Ceramics-Handbuilding III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 228: Bench Jeweler I		Art Faculty (E)	50% Net	\$6.25/hr
	ART 229: Bench Jeweler II		Art Faculty (E)	50% Net	\$6.25/hr
	ART 230: Bench Jeweler III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 231: Bench Jeweler IV		Art Faculty (E)	50%Net	\$6.25/hr
	ART 240: Intermediate Graphic Design		Art Faculty (E)	50%Net	\$6.25/hr
	ART 250: Plein Air Landscape Painting		Art Faculty (E)	50%Net	\$6.25/hr
	ART 261: Opaque Watercolor		Art Faculty (E)	50%Net	\$6.25/hr
	ART 4: Fundamentals Of Art		Art Faculty (E)	50% Net	\$6.25/hr
	ART 40: 2-D Foundations		Art Faculty (E)	50%Net	\$6.25/hr
	ART 41: Three-Dimensional Design		Art Faculty (E)	50%Net	\$6.25/hr
	ART 42: Color Theory And Practice		Art Faculty (E)	50%Net	\$6.25/hr
	ART 50: Painting I		Art Faculty (E)	50% Net	\$6.25/hr
	ART 51: Painting-II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 52: Painting-III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 53: Painting From The Live Model I		Art Faculty (E)	50%Net	\$6.25/hr
	ART 54: Painting From The Live Model II		Art Faculty (E)	50% Net	\$6.25/hr
	ART 57: Watercolor I		Art Faculty (E)	50% Net	\$6.25/hr
	ART 58: Watercolor II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 59: Watercolor III		Art Faculty (E)	50%Net	\$6.25/hr
	Art 60: Printmaking (Intaglio/Etching And Relief)		Art Faculty (E)	50% Net	\$6.25/hr
	Art 61: Printmaking (Intaglio/Etching And Relief) II		Art Faculty (E)	50%Net	\$6.25/hr
	Art 62: Printmaking (Intaglio/Etching AnD Relief) III		Art Faculty (E)	50%Net	\$6.25/hr
	Art 63: Introduction To Screen Printing		Art Faculty (E)	50%Net	\$6.25/hr
	ART 70: Fundamentals Of Sculpture		Art Faculty (E)	50% Net	\$6.25/hr
	ART 71: Additive Sculpture		Art Faculty (E)	50%Net	\$6.25/hr
	ART 72: Subtractive Sculpture		Art Faculty (E)	50%Net	\$6.25/hr

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
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PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	ART 78: Beginning Life Sculpture		Art Faculty (E)	50% Net	\$6.25/hr
	ART 79: Advanced Life Sculpture		Art Faculty (E)	50%Net	\$6.25/hr
	ART 80: Drawing		Art Faculty (E)	50%Net	\$6.25/hr
	ART 81: Drawing II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 82: Drawing III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 85: Drawing From The Live Model I		Art Faculty (E)	50% Net	\$6.25/hr
	ART 86: Drawing From A Live Model II		Art Faculty (E)	50%Net	\$6.25/hr
	ART 87: Drawing From A Live Model III		Art Faculty (E)	50%Net	\$6.25/hr
	ART 9: Ceramics Fundamentals		Art Faculty (E)	50%Net	\$6.25/hr
	MUS 1: The Basics of Music		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 10: Harmony I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 11: Harmony II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 117: Popular Songwritinig		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 118: Digital Multi-track Music Recording		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 119: Advanced Music Composition		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 12: Harmony III		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 120: Introduction to the Music Indistry		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 124: Computer Assisted Music Notation		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 130: Music Production I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 131: Music Production II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 132: Introduction to Music Technology		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 14: Jazz Composition and Arranging		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 148: Jazz Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 15: Music Composition		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 173: Intermediate Guitar		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 178: Beginning Piano Pedagogy		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 179: Intermediate Piano Pedagogy		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 181: Keyboard Literature and Interptation - Romantic to Modern		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 194: Muscianship III		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 20: Music Appreciation		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 23: Introduction to World Music		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 232: Choral Techniques		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 233: Contemporary Choral Music For Treble Voices		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 234: Voiced Community Chorale		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 24: Music Of The 20th Century		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 240: Improvised Music In Jazz Combo		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 241: Medium Size Malleable Jazz Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 242: Mid- Size African- American Based Ensemble Jazz		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 246: Contemporary Big Band Literature		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 247: Modern Big Band Concepts		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 252a: Jazz Piano I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 252b: Jazz Piano II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 252c: Jazz Piano III		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 253: Advanced Piano Music Of Haydn		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 255: Piano Composers Of Today		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 256: Advanced Piano Pedagogy		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 257: Favorite Piano Classics		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 260: Basic Guitar		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 266: Improvised Chamber Music		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 27: History Of Jazz		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 28: History Of Rock		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 295: Rehearsal And Performance (Instrumental)		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 297: Rehearsal And Performance (Jazz Studies)		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 31: Baroque Society		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 32: Oratorio Society		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 33: Modern Masterworks: Chorale		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 34: Early Music Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 35: Contemporary Choir		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 39: Commercial Music Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 41: Symphonic Wind Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 42: Symphonic Orchestra		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 43: String Orchestra		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 46: Jazz Improvisation		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 47: Saddleback College Big Band		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 50: Applied Music: Instrumental		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 51: Applied Music: Keyboard		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 52: Applied Music : Voice		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 54a: Beginning Piano I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 54b: Beginning Piano II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 55a: Intermediate Piano I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 55b: Intermediate Piano II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 56: Advanced Piano		Music Faculty (E)	50% Net	\$6.25/hr

(E) Employee

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
4 of 6

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	MUS 58: Piano Repertoire And Performance Procedures		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 60: Beginning Classical Guitar		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 61: Intermediate Classical Guitar		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 62: Advanced Classical Guitar		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 63: Ensemble Techniques For 21st Century		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 64: Piano Ensemble		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 65: Piano Accompanying		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 66: Chamber Music		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 75: String Literature		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 78: Keyboard Literature/ Interpretation - Baroque And Classical		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 80: Beginning Voice		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 81: Intermediate Voice		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 82: Vocal Repertoire And Performance Procedures		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 86: Introduction To Harpsichord Technique And Literature		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 87: Harpsichord Literature And Technique Ii- Late Beginner		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 88: Harpsichord Literature And Technique Iii- Early Intermediate		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 89: Harpsichord Literature And Technique Iv- Late Intermediate		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 92: Musicianship I		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 93: Musicianship II		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 96: Introduction To Organ Technique And Literature Class		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 97: Organ Technique And Literature Class Late Beginning		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 98: Organ Technique And Literature Class Intermediate (A), Early		Music Faculty (E)	50% Net	\$6.25/hr
	MUS 99: Organ Technique And Literature Class Intermediate (B), Late		Music Faculty (E)	50% Net	\$6.25/hr
CFK	24		Bob Johnson (E)	60% Net	\$80
	24		Chris Elliott (E)	60% Net	\$80
	Academic Chess		Academic Chess (I)	60% Net	\$112
	Academic Origami		Academic Chess (I)	60% Net	\$112
	Academy Of Entrepreneurship		Rebecca Knapp(I)	60% Net	\$99
	After-School Hoops		One On One Basketball Staff (I)	60% Net	\$120
	Basketball Skills Clinic		One On One Basketball Staff (I)	50% Net	\$120
	Basketball Skills Clinic		Martin Levinson (E)	25% Net	\$225
	Basketball Skills Clinic		Kyle Wallace (E)	25% Net	\$225
	Beginning Guitar		Ron Gorman (E)	60% Gross	\$90
	Beginning Guitar & Ukulele Ensemble Class		Ron Gorman (E)	60% Gross	\$90
	Beginning Guitar For Kids/Teens		Ron Gorman (E)	60% Gross	\$95
	Beginning Ukulele For Kids/Teens		Ron Gorman (E)	60% Gross	\$95
	Bit Scouts		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Computer Art Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Computer Games Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Storytelling and Animation Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Workshop Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Animation Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Arcade Games Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Build Your Own Apps Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Create Role Playing Games (RPG)		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Coding I		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Disney Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Harry Potter Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Intro to Artificial Intelligence		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Nintendo Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Nintendo Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Pixar Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Pokemon Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Python Development		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Star Wars Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Unity Game Development		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Video Game Edition		Code Campus Academy (I)	60% Net	\$136
	Bit Scouts: Web Development		Code Campus Academy (I)	60% Net	\$136
	Brain Builders		Brain Builders (I)	60% Net	\$120
	Brain Builders: Engineering With LEGO® Bricks: Build and Destroy		Brain Builders (I)	60% Net	\$120
	Brain Builders: Engineering With LEGO® Bricks: Medieval Madness		Brain Builders (I)	60% Net	\$120
	Brain Builders: Engineering With LEGO® Bricks: Robo Creatures		Brain Builders (I)	60% Net	\$120
	Brain Builders: Engineering With LEGO® Bricks: Xtreme Vehicles		Brain Builders (I)	60% Net	\$120
	BrainStorm		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm		Brainstorm LEGO® Academy (I)	50% Net	Varies
	Brainstorm: CODE ACADEMY: App and Game Design		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: CODE ACADEMY: Scratch		Brainstorm LEGO® Academy (I)	50% Net	\$90
	BrainStorm: CODE ACADEMY: Scratch		Brainstorm LEGO® Academy (I)	60% Net	\$120
	Brainstorm: GAMEMAKER: 3D Game Design		Brainstorm LEGO® Academy (I)	50% Net	\$105
	Brainstorm: GAMEMAKER: 3D Game Design		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: LEGO® Engineering: Jedi Academy		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: LEGO® Engineering: Medieval & Modern Machine		Brainstorm LEGO® Academy (I)	60% Net	\$120

(E) Employee
(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
5 of 6

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	BrainStorm: LEGO® Engineering: Medieval Machines		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: LEGO® Robotics: BattleBots		Brainstorm LEGO® Academy (I)	50% Net	\$90
	BrainStorm: LEGO® Robotics: BattleBots		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: MakerStudio: 3D Printing		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: Minecraft University: Java Modding		Brainstorm LEGO® Academy (I)	50% Net	\$90
	BrainStorm: Minecraft University: Dinocraft		Brainstorm LEGO® Academy (I)	60% Net	\$120
	Brainstorm: Minecraft University: Python Modding		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: Minecraft University: Python Temple		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: Minecraft University: Revolutions		Brainstorm LEGO® Academy (I)	60% Net	\$120
	Brainstorm: Minecraft University: Robotics		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: Young Einsteins: Rocketry		Brainstorm LEGO® Academy (I)	60% Net	\$120
	BrainStorm: Young Einsteins: STEM Lab		Brainstorm LEGO® Academy (I)	60% Net	\$120
	Bricks 4 Kidz		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amazing Animals with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amusement Park Rides with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Construction Craze with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Energy LEGO Models		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Forces of Nature with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Gadgets & Gizmos with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Laws of Motion with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Minecraft with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Remote Control Models with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Space Adventures with LEGO Bricks		Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: A Pirate's Quest		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Construction Craze with LEGO Bricks		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Cranium Contraptions		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Energy is Everywhere		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Exploring the Everglades		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Factory Fun		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Forces of Nature with LEGO Bricks		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Gadgets & Gizmos with LEGO Bricks		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Interesting Inventions		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Journey to the UK		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Jr. Robotics		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Laws of Motion with LEGO Bricks		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Life Science		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Mining and Crafting		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Mission to Space		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Space Adventures with LEGO Bricks		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Star Wars		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Ticket to Ride		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Wheels in Motion		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Winter Fun		Pristine Possibilities (I)	60% Net	\$120
	Bricks 4 Kidz: Engineering with LEGO Bricks: A Pirate's Quest		STEAM Builders (I)	60% Net	\$120
	Bricks 4 Kidz: Engineering with LEGO Bricks: Interesting Inventions		STEAM Builders (I)	60% Net	\$120
	Bricks 4 Kidz: Engineering with LEGO Bricks: Spectacular Sports		STEAM Builders (I)	60% Net	\$120
	Bricks 4 Kidz: Engineering with LEGO Bricks: Transportation Timeline		STEAM Builders (I)	60% Net	\$120
	Calling All Detectives: Solve the Mystery of Felix, the Missing Millionaire		Carrie Gray (E)	60% Net	\$120
	Capture The Flag		Chris Elliott (E)	30% Net	\$80
	Capture The Flag		Robert Johnson (E)	30% Net	\$80
	Capture The Flag | Masters Of The Field		Academic Chess (I)	60% Net	\$112
	Care4Yoga		Care4Yoga (I)	60% Net	\$112
	Chess Club		Brain Builders (I)	60% Net	\$120
	Creating With Clay		Art Just Create It (I)	60% Net	\$108
	Daydreamers Academy: Jelly Time Music Workshop		The Daydreamers Academy (I)	60% Net	\$136
	Daydreamers Academy: Movie Magic		The Daydreamers Academy (I)	60% Net	\$136
	Daydreamers Academy: Create Your Own Fairytale/Super Hero Movie		The Daydreamers Academy (I)	60% Net	\$136
	DKI Acting Academy		Drama Kids International (I)	60% Net	\$136
	Drama Kids		Drama Kids International (I)	60% Net	\$136
	Early Morning Art		Art Just Create It (I)	60% Net	\$98
	Fantastic Fall Art		Heather Carlsen (E)	30% Net	\$104
	Fantastic Fall Art		Tanya Osborne (E)	30% Net	\$104
	Fit Kids		Fit Kids America(I)	60% Net	\$120
	Fit Kids: Cheerleading		Fit Kids America (I)	60% Net	\$112
	Fit Kids: Dodgeball		Fit Kids America (I)	60% Net	\$112
	Fit Kids: Flag Football		Fit Kids America (I)	60% Net	\$112
	Fit Kids: Hip Hop		Fit Kids America (I)	60% Net	\$112
	Fit Kids: Soccer		Fit Kids America(I)	60% Net	\$112
	Fit Kids: Tennis		Fit Kids America (I)	60% Net	\$120
	Games Galore		Heather Carlsen (E)	30%Net	\$104
	Games Galore		Tanya Bonetti (E)	30%Net	\$104
	Games Galore		Carrie Gray (E)	60% Net	\$96

(E) Employee

(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2017

EXHIBIT A
6 of 6

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	Handwriting Heroes		Carrie Gray (E)	60% Net	\$112
	Holiday Craft-tivities		Carrie Gray (E)	60% Net	\$120
	Homework Assistance for Kids		Linda Wong (E)	60% Net	Varies
	Homework Time		Wendy Billman (E)	60% Net	\$120
	Incrediflix		Incrediflix (I)	50% Net	Varies
	Incrediflix: Stop Motion Experience		Incrediflix (I)	60% Net	\$125
	Incrediflix: GoPro Flix		Incrediflix (I)	60% Net	\$140
	Intro To Coding , Jr.		CodeCampus Academy (I)	60% Net	\$136
	Irish Dance		Liz Lightner (E)	60% Net	\$96
	Lil' Chef School		Lil' Chef School (I)	60% Net	\$120
	Lions Club		Deanna Bleidistel (E)	30% Net	\$192
	Lions Club		Andrika Bowen (E)	30% Net	\$192
	Mad Science: Crazy Chemworks		Mad Science (I)	60% Net	\$120
	Mad Science: Exploration Science		Mad Science (I)	60% Net	\$120
	Mad Science: Molecule Mania		Mad Science (I)	60% Net	\$120
	Mad Science: NASA		Mad Science (I)	60% Net	\$120
	Mad Science: Science in Action		Mad Science (I)	60% Net	\$120
	Mad Science: STEMulating Science		Mad Science (I)	60% Net	\$120
	Masters Of The Field		Academic Chess (I)	60% Net	\$112
	Math Tutoring By Experienced Math Teachers		wikiTHINK (I)	Varies	\$269
	Mathobotix		Mathobotix (I)	70% Gross	\$259
	Mommy/Daddy And Me Preschool!		Wendy Marcot (E)	60% Net	\$250
	Mommy/Daddy And Me Preschool!		Patti Peviani (E)	60% Net	\$250
	Mommy/Daddy And Me Preschool!		Kris McCartney (E)	60% Net	\$250
	Natural A's		Curtis Adney (E)	50% Net	\$49
	Natural A's: Parent/Adult Registration		Curtis Adney (E)	50% Net	\$49
	Needle Art Series		Naomi Sutton (E)	\$29/hr	Varies
	One On One Basketball		One On One Basketball Staff (I)	50% Net	\$165
	Photography		Laura Hoffman (I)	50% Net	Varies
	Saddleback College High School Math Tutoring		Christina Hinkle (E)	50% Net	\$288
	Soccer Skills Clinics		BJ McNicol (E)	50% Net	\$126
	Softball Clinics		Nicholas Trani (E)	50% Net	\$120
	Spanish For Children		Conversa (I)	60% Net	\$120
	Spanish For Children		Conversa (I)	50% Net	\$145
	Spanish For Preschoolers		Conversa (I)	50% Net	\$145
	Spring Art		Heather Carlsen (E)	30% Net	\$104
	Spring Art		Tanya Bonetti (E)	30% Net	\$104
	Strategic Kids: Strategic Magic		Strategic Kids (I)	60% Net	\$112
	Super Chefs		Super Readers (I)	60% Net	\$120
	Tee It Up With TGA/SCPGA		SCPGA (I)	60% Net	\$136
	Toddler Time		Dawn Trumbo (E)	30% Net	\$250
	Toddler Time		Kristi Martin (E)	30% Net	\$250
	Volleyball		Heather Carlsen (E)	30% Net	\$104
	Volleyball		Tanya Bonetti (E)	30% Net	\$104
	Writing for Academic Success		Chris Jones (E)	60% Net	\$150
	Young Rembrandts		Young Rembrandts (I)	60% Net	\$120
	Young Rembrandts Spring Cartooning		Young Rembrandts (I)	60% Net	\$120
	Young Rembrandts Winter Drawing		Young Rembrandts (I)	60% Net	\$120

(E) Employee

(I) Independent Contractor

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Grant Acceptance, National Science Foundation Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

ACTION: Approval

BACKGROUND

On June 24, 2016 Saddleback College submitted a grant application for the National Science Foundation pilot grant program NSF INCLUDES. Saddleback in partnership with 13 other community colleges in CA and Maryland, UCLA Higher Education Research Institute, Georgetown University, Growth Sector, JPL and other STEM employers proposed the development and broad implementation of the STEM Core Initiative (SCI) in support of student success in STEM education and career pathways.

STATUS

In September 2016, Saddleback College was notified by the National Science Foundation of its intent to award the college \$299,981 for the period of October 1, 2016 through September 30, 2018 to fund the project efforts as presented in EXHIBIT A. In order to accomplish the goals identified in EXHIBIT A, Saddleback College as project lead will work collaboratively to promote the SCI within a consortium of community colleges, universities, national labs, non-profit workforce intermediaries and other STEM employers to implement the STEM Core Initiative program throughout the nation. Principal Investigator Dr. Jim Zoval will lead project efforts with support from the division of Math, Science and Engineering and the Saddleback College Grants Office. Grant funds will be utilized for providing administrative and management support for SCI activities.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees accept this award of \$299,981 from the National Science Foundation for the NSF INCLUDES pilot grant in support of the STEM Core Initiative for the period of October 1, 2016 through September 30, 2018.

Item Submitted By: *Dr. Tod A. Burnett, President*

C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
UNIT APPLYING: SADDLEBACK COLLEGE**

- () GRANT APPLICATION ABSTRACT
(x) GRANT ACCEPTANCE ABSTRACT
() GRANT RENEWAL ACCEPTANCE ABSTRACT
() REVISIONS TO ACCEPTANCE ABSTRACT

1. **PROJECT TITLE:** STEM Core Initiative
2. **PROJECT DIRECTOR:** Jim Zoval
3. **PROJECT ADMINISTRATOR:** Art Nitta
4. **GRANTOR AGENCY:** National Science Foundation
5. **FUNDING SOURCE:** National Science Foundation- NSF INCLUDES
6. **STARTING AND ENDING DATES OF THE PROJECT:** October 1, 2016 to September 30, 2018
7. **EXECUTIVE SUMMARY OF THE PROJECT (limit 125 words):**

Saddleback College will address the goals of the National Science Foundation Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES) grant through the development and implementation of the STEM Core Initiative (SCI). Saddleback College as project lead will work collaboratively to promote the SCI within a consortium of community colleges, universities, national labs, non-profit workforce intermediaries and other STEM employers across the country to implement the STEM Core Initiative program throughout the nation. The NSF INCLUDES pilot grant project will be housed within the Division of Math, Science and Engineering with additional support provided by the Grants Office.

8. SUMMARY BUDGET

Grant Award	In Kind Matching	Indirect Costs	Project Total
\$299,981		\$17,561	\$299,981

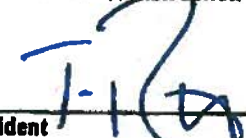
9. APPROVALS


Division/School Dean 10/24/16


Chancellor 11/1/2016
Acting.


Vice President of Instruction 10/25/16


Vice Chancellor of Learning Services 10-31-16


President 10-27-16


Vice President, College Administrative Services 10-27-2016

EXPENDITURES SUMMARY

The Expenditures Summary should follow the standard expenditure categories as used in the operating budget.

	GRANT (Amount)	MATCHING* (In-Kind/Actual)	SOURCE OF MATCH (Partnership/ College/Vendor)
1000 Certificated Salaries	\$ 20,486		
2000 Classified Salaries	\$ 42,388		
3000 Benefits	\$ 22,705		
4000 Supplies			
5000 Contracted Services and Other Expenses	\$ 196,841		
6000 Capital Outlay			
Other Charges (e.g.: Indirect Costs)	\$ 17,561		
TOTALS	\$ 299,981		

*Matching Funds: "In-Kind" matching funds are usually allocations of existing personnel, space, supplies, and equipment.

PROJECT PERSONNEL (reflects the Expenditure Detail above)

<u>Positions</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>New</u>	<u>Existing</u>
1. Classified Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Classified Staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

PARTNERSHIPS (if applicable)

UCLA Higher Education Research Institute
Georgetown University
Growth Sector
Merritt College
Golden West College
Community College of Baltimore County
Palomar College

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 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

<i>Presentation Date</i>	<i>Faculty Member Course Title/Activity</i>	<i>Speaker Name</i>	<i>Topic</i>	<i>General Fund Honorarium/Travel</i>
10/28/16	Erin O'Shea/Printmaking	Andrea Harris McGee	Multi-Plate/Etching Workshop	\$500

IRVINE VALLEY COLLEGE

<i>Presentation Date</i>	<i>Faculty Member Course Title/Activity</i>	<i>Speaker Name</i>	<i>Topic</i>	<i>General Fund Honorarium/Travel</i>
1/10-13, 2017 Specific time and date to be determined by Flex Committee	Student Equity Presentations during Flex Week, Spring 2017 Anissa Heard-Johnson	Dr. Jeff Schinske	Student Equity: Exploring STEM (Science, Technology, Engineering, Mathematics) Classroom Activities with Potential to Enhance Students' Sense of Belonging and Mitigate Stereotype Threat	\$3,000 SEP funded
1/10-13, 2017 Specific time and date to be determined by Flex Committee	Student Equity Presentations during Flex Week, Spring 2017 Anissa Heard-Johnson	Dr. Susan Longerbeam	Student Equity: Teaching Across Cultural Strengths: Balancing Integrated and Individuated Cultural Frameworks in College Teaching	\$2,500 SEP funded
1/10-13, 2017 Specific time and date to be determined by Flex Committee	Student Equity Presentations during Flex Week, Spring 2017 Anissa Heard-Johnson	Alicia F. Chavez, PhD	Student Equity: Teaching Across Cultural Strengths: Balancing Integrated and Individuated Cultural Frameworks in College Teaching	\$2,000 SEP funded
1/10/17 BSTIC 101	Flex Week, Spring 2017 Workshop President Glenn Roquemore	Sharon J. Ormond, Atkinson, Andelson, Loya, Ruud & Romo	Free Speech/First Amendment	\$3,000 General Fund

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Irvine Valley College and Saddleback College, Amendment No. 2, Digital Catalog Software, Digital Architecture

ACTION: Approval

BACKGROUND

On October 27, 2014, the Board of Trustees approved a one year agreement with the option for four one-year extensions with Digital Architecture, for the Digital Catalog Software Services in an amount not to exceed \$135,856 the first year. On February 22, 2016 the board approved the first extension through November 19, 2016.

STATUS

Saddleback and Irvine Valley College staff has requested the district renew the Digital Catalog Software Services agreement (EXHIBIT A) for a one-year extension beginning November 20, 2016 and ending November 19, 2017. Fees are \$9,817 for Irvine Valley College and \$15,676 for Saddleback College for a total annual contract amount of \$25,493.

Funding is available through general funds at each college for the on-going operations.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve Amendment No. 2 (EXHIBIT A) with Digital Architecture for a one-year extension beginning November 20, 2016 and ending November 19, 2017, in an amount not to exceed \$25,493 for annual operational fees.

**AMENDMENT No. 2
TO DIGITAL CATALOG SOFTWARE AGREEMENT
FOR SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

November 14, 2016

THIS AMENDMENT shall modify the original agreement dated November 20, 2014, by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT", and Digital Architecture, PO Box 7791, Lakeland, FL 33807, hereinafter referred to as "VENDOR".

WHEREAS, Item 8, Term, of the original agreement indicates the Agreement shall be for one (1) year from the executed date and establishes that the term of the Agreement between the DISTRICT and VENDOR may be extended upon mutual agreement of the parties; and

WHEREAS, both colleges have requested that the DISTRICT amend the agreement to extend the term for a one-year period with a new termination date of November 19, 2017; and

WHEREAS, the VENDOR is able and willing to extend services for this additional timeframe; and

WHEREAS, Schedule C of the Software License and Hosting Agreement Payment Schedule indicates the yearly hosting, support and upgrades for Saddleback and Irvine Valley College was \$25,115 with an increase to \$25,493 at the first renewal; and

WHEREAS, the renewal cost for Saddleback and Irvine Valley College is \$25,493; and

NOW, THEREFORE, the Parties agree as follows:

1. TERM

The term of the agreement is hereby extended from November 20, 2016 to November 19, 2017 under the same terms and conditions of the original agreement.

2. OPERATIONAL COST ADJUSTMENT

The yearly hosting, support and upgrades cost is \$9,817 for Irvine Valley College and \$15,676 for Saddleback College for a total contract value of \$25,493.

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"

South Orange County Community College District

"VENDOR"

Digital Architecture

By: _____
Dr. Debra L. Fitzsimons
Vice Chancellor, Business Services

By: _____
Kenneth D. Blais
President & CTO

Date: _____

Date: _____

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Irvine Valley College, Award of Bid: Chemistry Glassware, Bid No. 331

ACTION: Approval

BACKGROUND

South Orange County Community College District invites bids for anticipated chemistry glassware which are purchased annually in bulk to secure volume discounts. Items are bid separately and each vendor may bid on any and all items.

STATUS

On September 28, and October 5, 2016, SOCCCD ran a newspaper advertisement soliciting bids for Bid No. 331, Chemistry Glassware. Additional marketing efforts included placing a copy of the bid on the district website and notifying twelve prospective vendors. Ten vendors responded and their bids were opened October 14, 2016. Seven vendors submitted low bids on specific items as shown on (EXHIBIT A) for a total amount of \$94,162.84, including sales tax.

Irvine Valley College staff reviewed the bid and recommended to award the bid as indicated. Bid details are available in the district purchasing department.

Funds are budgeted in the colleges' general fund.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees award Bid No. 331 for Chemistry Glassware for FY 2016-2017 for a total amount of \$94,162.84 to the vendors listed on (EXHIBIT A) with an option for a two-year renewal period.

**BID NO. 331
CHEMISTRY GLASSWARE
Irvine Valley College**

November 14, 2016

<u>VENDORS</u>	<u>PRODUCT</u>	<u>AWARD AMOUNT</u>
*Carolina Biological Supply Company Burlington, NC	Various Glassware	\$5,048.57
*Chemglass Life Sciences Vineland, NJ	Various Glassware	\$7,641.45
*Fisher Scientific Chino, CA	Various Glassware	\$19,102.01
*Frey Scientific, LLC Nashua, NH	Various Glassware	\$1,887.59
*Quark Enterprises Vineland, NJ	Various Glassware	\$16,715.81
*Spectrum Chemical MFG Corp. Gardena, CA	Various Glassware	\$8,878.80
*VWR International, LLC Arlington Heights, IL	Various Glassware	\$34,888.61
Daigger Scientific, Inc. Vernon Hills, IL	Various Glassware	0.00
Nasco Salida, CA	Various Glassware	0.00
Neta Scientific, Inc. Hainsport, NJ	Various Glassware	0.00
GRAND TOTAL		\$94,162.84

***Recommended Award**

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.

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 Community College National Legislative Summit Marriott Wardman Park Hotel Washington, DC	February 13-16, 2017	\$3,940		
AACC Annual Convention Hilton New Orleans Riverside Hotel New Orleans, LA	April 22- 25, 2017	\$3,685		

* The figure in parentheses is the estimated number of nights lodging

** The amount listed includes estimated airfare, lodging, meals, and other expenditures

SUMMIT AT A GLANCE

MONDAY FEBRUARY 13

9:00 a.m. - 5:00 p.m.
Registration

10:00 a.m. - 5:00 p.m.
New Trustee Academy**

11:00 a.m. - 4:00 p.m.
Advocacy Leadership Academy**

TUESDAY FEBRUARY 14

7:00 a.m. - 2:30 p.m.
Registration

8:00 a.m. - 10:00 a.m.
Opening General Sessions

10:00 a.m. - 12:00 p.m.
Roundtable Seminar for
Community College Lawyers

10:15 a.m. - 11:30 a.m.
Community College
Priorities Session

12:15 p.m. - 2:15 p.m.
General Session Luncheon*

2:30 p.m. - 3:30 p.m.
Policy Focus Sessions

5:30 p.m. - 6:30 p.m.
National Capital Reception

WEDNESDAY FEBRUARY 15

7:00 a.m. - 2:30 p.m.
Registration

7:00 a.m. - 8:15 a.m.
State Breakfast Meetings (at hotel)

10:30 a.m. - 12:00 p.m.
General Session on Capitol Hill (tentative)

12:00 p.m. - 2:00 p.m.
Taste of D.C. (lunch on your own)

Afternoon
Visits to House, Senate, and Executive
Branch Offices

4:00 p.m. - 5:30 p.m.
Community College Reception
on Capitol Hill

7:00 p.m. - 9:00 p.m.
Capital Awards and
Entertainment Banquet *
Featuring The Capitol Steps

THURSDAY FEBRUARY 16

8:30 a.m. - 10:30 a.m.
General Session Breakfast *

Morning
Visits to House, Senate, and Executive Branch
Offices

Afternoon
Additional visits to House, Senate, and Executive
Branch Offices

All meetings take place at the Marriott Wardman
Park Hotel unless otherwise noted.

Meeting times/sessions are subject to change.

*Tickets Required

**Advanced registration required



REGISTRATION

WWW.ACCT.ORG

EARLY BIRD REGISTRATION DEADLINE: December 16, 2016

REGISTRATION OPTIONS:

Packages include tickets for Tuesday Luncheon, Wednesday Dinner, and Thursday Closing Breakfast

Registration Packages

Registration Package Early Bird: \$710

Registration Package

After December 16: \$860

Student Registration Package: \$446

Registration Fee Only

Registration Fee Only Early Bird: \$529

Registration Fee Only

After December 16: \$679

Student Registration Fee Only: \$265

**If your college board or organization is not a member of ACCT or AACC, please add \$200 to registration total*

Additional Tickets:

A registration fee must be paid to be eligible to purchase additional tickets for attendees and guests.

Advocacy Leadership Academy (Monday): \$100

New Trustee Academy (Monday): \$100

General Session Luncheon (Tuesday): \$57

Recognition Dinner & Entertainment by The Capitol Steps (Wednesday): \$86

Closing Breakfast (Thursday): \$38

ACCOMMODATIONS

The 2017 National Legislative Summit will take place at the Marriott Wardman Park Hotel. The Marriott Wardman Park Hotel is just minutes from Capitol Hill and a short walk to one of Washington's most unique neighborhoods, Adams Morgan.

HOTEL DEADLINE:

January 13, 2017

ROOM RATES:

Standard (single occupancy): \$287

Standard (double occupancy): \$297

**Plus 14.5% occupancy tax (subject to change).*

You must register for the Summit before reserving your hotel room. Rooms will be reserved on a first-come, first-served basis.



[Convention Home](#)
[AACC Awards](#)
[Convention Overview](#)
[Convention Rates](#)
[Convention Proposals](#)
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[Submitting a Proposal](#)
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[Convention Speakers](#)
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[Preliminary Schedule of Events](#)



APRIL 22-25, 2017 • NEW ORLEANS, LA

97th AACC Annual Convention**New Orleans, Louisiana / April 22-25, 2017**

The AACC annual meeting is among the largest and most dynamic gatherings of educational leaders, attracting over 2,000 community college presidents and senior administrators, as well as international educators, representatives of business/industry, and federal agencies. [Learn More.](#)

Future Convention Dates

April 22-25, 2017
 New Orleans, Louisiana

COMMUNITY COLLEGES: AMERICA'S NORTH STAR

In an ever changing world, community colleges are constant and dependable, responding to the needs of the nation's citizenry, and the changing economy. For this reason, we selected "**Community Colleges: America's North Star**" as the theme of the 2017 Annual Convention. In spite of the changing politics of the country, community colleges will always remain that fixed point by which people can set their compasses to navigate change successfully. This year's convention tracks are:

- College Readiness and Completion
- Faculty Engagement
- The American Skills Gap
- Organizational Strategy
- Public and Private Investments
- Policy and Governance
- Leadership Development and High Performance Culture



APRIL 22–25, 2017 • NEW ORLEANS, LA

PRELIMINARY SCHEDULE OF EVENTS

Events will be scheduled in the host hotel or the convention center

FRIDAY, APRIL 21

7:00am – 5:00pm **Convention Registration Open**
8:00 – 11:00am AACC Commission Meetings
(Invitation only)
8:00 – 11:00am AACC Board of Directors Executive
 Committee Meeting *(Invitation only)*
11:00am – 12:00pm AACC Board of Directors Brunch
(Invitation only)
12:00 – 3:30pm AACC Board and Committee
 Meetings *(Committee meetings are
 invitation only)*
1:00 – 5:00pm New CEO Academy: Leadership and the
 21st Century *(must be newly appointed
 CEO to participate in program)*
5:00 – 6:00pm New CEO Reception *(Invitation only)*
5:30 – 9:00pm AACC Outgoing Board Member Dinner
(Invitation only)

SATURDAY, APRIL 22

7:30am – 7:30pm **Convention Registration Open**
8:00am – 12:00pm AACC Board of Directors Meeting
8:30am – 3:30pm New CEO Academy: Leadership and the
 21st Century *(must be newly appointed
 CEO to participate in program)*
8:00 – 4:00pm Pre-Convention Sessions
12:00 – 2:00pm Presidents Academy Executive
 Committee Meeting *(Invitation only)*
1:00 – 2:00pm **Convention Orientation and Using the
 Event App** Overview for Attendees
2:15 – 3:15pm Concurrent Forum Sessions
3:30 – 4:30pm Concurrent Forum Sessions
5:00 – 6:30pm **Opening Session**
6:30 – 8:00 pm **Opening Reception**

SUNDAY, APRIL 23

7:00 – 8:30am Breakfast Meetings
7:00am – 5:00pm **Convention Registration**
8:30 – 10:30am **General Plenary: Super Spotlight**
10:45 – 11:45am Concurrent Forum Sessions

12:00 – 2:00pm

1:45 – 5:30 PM
2:00 – 3:00pm

3:00 – 4:00pm
4:00 – 5:00pm
4:00 – 5:30pm
5:30pm
5:30 – 11:00pm

**Hail and Farewell Luncheon and
 Annual AACC Business Meeting**
Exhibit Hall Open
**Exhibit Hall Dedicated Time with
 Dessert Social**
 Concurrent Forum Sessions
 COAC Meeting *(Invitation only)*
 Happy Hour Reception
 Hosted Dinners *(by AACC)*
 Social Events and Vendor Hospitality
 Suites

MONDAY, APRIL 24

7:00 – 8:30am Breakfast Meetings
8:00 – 5:00pm **Convention Registration**
8:30 – 9:45am **Spotlight Sessions**
9:30am – 11:30am **Exhibit Hall Open**
10:00am – 11:30am Dedicated Exhibit Hall
11:00 am – 12:30pm AACC President and CEO's Dialogue
 with New CEOs *(Invitation only)*
11:45 am – 12:45pm Concurrent Forum Sessions
1:00 pm – 2:00pm Concurrent Forum Sessions
2:00 pm – 3:30 pm Joint AACC/ACCT ECs Meeting
(Invitation only)
2:15 – 3:15pm Concurrent Forum Sessions
3:30 – 4:30pm Concurrent Forum Sessions
5:00pm Gala Award Finalists' Recognition
6:00 – 8:00pm **Awards of Excellence Gala**
8:00 – 9:00pm **Gala After Party**

TUESDAY, APRIL 25

8:00 – 10:00am **Closing Plenary Brunch to Honor
 Outstanding Alumni***
10:00am – 12:00pm AACC Faculty Advisory Council and
 Commission on Leadership and
 Professional Development Meetings
10:00am – 12:00pm Small Group Meetings

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: District-wide Sustainability/Energy Plan Consultant Services, Harley Ellis Devereaux Corporation

ACTION: Approval

BACKGROUND

On June 22, 2015, the Board of Trustees allocated basic aid funding for a district-wide Sustainability/Energy plan. A professional consultant is required to assist the district with plan development, create scopes of work, and provide advice to maximize best practices, align with energy savings programs and recommend procurement methods.

STATUS

On July 18 and July 25, 2016, SOCCCD ran a newspaper advertisement for consideration of district-wide Sustainability/Energy Plan Consultant Services. Additional marketing efforts included placing a copy of the "Request for Qualifications and Proposals" (RFQ&P) on the district's website and notifying firms known to provide these services.

On August 11, 2016, nine firms provided responses (EXHIBIT A). District and college staff evaluated the submittals and interviews followed on August 24 and August 25, 2016. The evaluation committee recommends award to Harley Ellis Devereaux Corporation (EXHIBIT B) in the amount of \$201,695 as best value to the district.

Basic aid funds for these services are available within the approved project budget of \$240,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the district-wide Sustainability/Energy Plan Consultant Services agreement (EXHIBIT B) with Harley Ellis Devereaux Corporation, in the amount of \$201,695.

**Request for Proposals
Districtwide Sustainability/Energy Plan Services
South Orange County Community College District**

November 14, 2016

<u>Company Name</u>	<u>City</u>	<u>Submitter's Name</u>
BuroHappold Engineering	Los Angeles, CA	David Herd
Cumming	Aliso Viejo, CA	Christine Marez
DNV GL Energy Services	San Diego, CA	Douglas Kot
EcoMotion	Los Angeles, CA	Ted Flanigan
Edison Energy	Irvine, CA	Tasha Huang
*Harley Ellis Devereaux Corporation	Los Angeles, CA	Bharat Patel
Innovative Workshop Consulting	Santa Barbara, CA	Tiffany Beffel
Optony, Inc.	Santa Clara, CA	Jonathan Whelan
P2S Engineering, Inc.	Long Beach, CA	Kent W. Peterson

***Recommended Firm**



SUSTAINABILITY/ENERGY PLAN CONSULTANT
SERVICES AGREEMENT BETWEEN
South Orange County Community College District
AND
Harley Ellis Devereaux Corporation

District-wide Sustainability/Energy Plan Project

Start Date: November 14, 2016

Expiration Date: March 13, 2017

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AGREEMENT – SUSTAINABILITY/ENERGY PLAN CONSULTANT SERVICES, SOCCCD, HARLEY ELLIS DEVEREAUX CORPORATION

This AGREEMENT is made and entered into this 14th day of November in the year 2016 between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "DISTRICT", and Harley Ellis Devereaux Corporation, hereinafter referred to as "CONSULTANT";

WHEREAS, DISTRICT desires to obtain CONSULTANT services for South Orange County Community College District, Sustainability/Energy Plan, hereinafter referred to as "PROJECT"; and

WHEREAS, CONSULTANT is fully licensed to provide CONSULTANT services in conformity with the laws of the State of California;

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 CONSULTANT'S SERVICES AND RESPONSIBILITIES

- 1.1. **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.** CONSULTANT shall provide the Services and authorized Additional Services using its best professional skill and judgment, acting with due care and in accordance with professional standards of care, the terms of this Agreement, and all applicable laws, codes, rules, regulations or ordinances. CONSULTANT'S services shall be provided and completed promptly and in such a manner as to avoid hindrance, interruption, or delay to the orderly progress and timely completion of Project. 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 Brent Miller, as Project Executive, and a management team of Bharat Patel as Project Manager and Dee Patel as Senior Project Consultant. So long as their performance continues to be acceptable to the DISTRICT, these named individuals shall remain in charge of the PROJECT. Additionally, the CONSULTANT must furnish the name and obtain approval after a resume' review 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 after review of resume' and/or

interview. A project manager and all lead or key personnel must also be designated by the CONSULTANT and are subject to all conditions previously stated in this paragraph

- 1.5. **Relationship of CONSULTANT to Other Project Participants.** CONSULTANT'S services hereunder shall be provided in conjunction with applicable contracts between the DISTRICT and others providing services in connection with the PROJECT. The CONSULTANT is responsible for the adequacy and sufficiency of the contents of documents for the PROJECT. The CONSULTANT shall perform its duties in accordance with its contract(s) with the DISTRICT. CONSULTANT shall coordinate all work with DISTRICT as necessary to complete contract requirements
- 1.6. **Project Schedule.** The CONSULTANT acknowledges that all time limits stated in this Agreement and associated work orders are of the utmost importance to DISTRICT. The CONSULTANT shall submit for the DISTRICT's approval a 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. **Services.** The District is interested in developing Sustainability/ Energy Plans for the Advanced Technology Education Park, Irvine Valley College and Saddleback College that use the California Community College's Sustainability Plan Guidebook (Guidebook Plan) as a point of departure to furthering SOCCCD Board Policy 3006. Sustainability/ Energy Plan development includes working with campus committees, raising awareness and making recommendations concerning the conservation of energy and other resources. In continuing efforts to be a responsible partner and steward for managing its resources, the District desires to create and establish Sustainability Plans to further its vision, goals and objectives.

It is the intent of the District to utilize the successful Sustainability/ Energy Consultant as a resource for sustainability and energy planning including consultation services for a period of up to five years, consisting of a one-year agreement with up to four one-year extensions.

The first task will be two-fold: 1). To develop Sustainability/ Energy Plans related to capital improvement projects including integrating best practices into projects identified in the latest Five Year Plan and 2) to develop the criteria necessary to complete the work of incorporating Sustainability/ Energy plans into scheduled maintenance projects, other operational issues and all other components identified within the State Chancellor's Guidebook. The scope of work will be divided into two sequential phases at each of the District's three campuses during each phase:

Phase One: Develop a plan supporting the design, construction and life cycle consideration of energy efficient buildings and utility systems, including water conservation and solid waste reduction/management and the potential for on-site generation and renewable energy in general and more specifically as these issues relate to best practices for projects identified in the District's most recent Five Year Plan.

Phase Two: Develop the criteria necessary for developing and implementing a plan focusing on campus organizational policies and procedures that support sustainability, student and curriculum development, sustainable transportation, solid waste management and purchasing policies and programs, campus and community outreach and awareness and creation of a climate action plan. Utilizing the State Community College District Sustainability Guidebook, assist the District in developing Sustainability Plans as well as Implementation Programs and Plans Checklists for each of the District's three facilities.

1. Perform the following Tasks and Activities:

- a. Review and collect existing district data, energy audits and other reports to establish baseline information. Determine what information is useful, what data gaps may exist and items the District may be in need of addressing. Facilitate the step by step process of guiding the District through the Guidebook Plan in order to establish the District's position and/or strategy to address each section of the Guidebook Plan in accordance with phasing and in an appropriate fashion.
- b. Conduct Project Planning, Kick-Off Meetings, Steering Committee Meetings.
- c. Confirm Vision, Goals, Criteria and Timelines (Section 3 of the Guidebook).
- d. Define and Prioritize Potential Programs and Projects (Section 4 of the Guidebook). Outline Strategies to meet the Vision and Goals, including the Programs and Projects once identified and prioritized. For Programs identified, the Consultant is to include specific strategies for implementation and estimates of costs to execute them.
- e. Establish Performance Measurement and Reporting Protocols (Section 5 of the Guidebook)

2. Develop a draft report to be presented to the Steering Committee at each of the District's three facilities including Action Plans and Implementation Checklists as deemed appropriate by the District. Identify any items, activities or projects completed by the District within the prior three years and current project which apply toward meeting the goals of the Sustainability/ Energy Plan as well as new projects that would augment those defined in the Five Year Plan. The committees will provide feedback within three weeks of the presentations. The final report will incorporate comments received.

3. The Final Sustainability Plans to be presented to the steering committee at each of the District's three facilities as well as provided in both word or acceptable alternate and pdf format.

Schedule. The Sustainability/ Energy Plan Services effort is expected to begin upon Board approval at the September Board meeting with a six month duration for the initial work ending no later than March 31, 2017.

Tasks. The following are the expected tasks and deliverables associated with the Sustainability/ Energy Plan Services effort. Each task will be accomplished during each of Phases One and Two as discussed under Services above. Phases one and two are to be performed sequentially.

1. Task 1: Project Initiation

Meet with ATEP, Irvine Valley College and Saddleback College steering committees to develop and finalize a detailed work plan and schedule which at a minimum will establish meeting and presentation schedules, clarify roles and responsibilities of both staff and consultant teams, and include an evaluation methodology, in accordance with Sustainability Plan Consultant Services terms and conditions and appropriate to meet the highest standard for the preparation of Sustainability Plans.

Deliverables:

- a) Meeting notes
- b) Final work plan and project schedule
- c) Roles and Responsibilities Matrix
- d) Evaluation methodology

2. Task 2: Research and Analysis Phase

Review available background materials and any other relevant information relating to the project including, but not limited to:

- Campus Building Profiles
- Energy Audits

Meet with staff members most knowledgeable about the Project.

Deliverables:

- a) Summary of meeting notes with College representatives and key stakeholders
- b) Draft and final versions of Research and Analysis findings

3. Task 3: Implementation

Based upon comments and information received through Task 2, continue work identified under "Services" above.

- 2.2. **Technical Qualifications.** Demonstrated experience in development of Sustainability/ Energy Plans, experience with the Community College District Sustainability Guidebook and knowledge of sustainability practices, programs, activities, projects, including monitoring and verification practices.
- 2.3. **Qualified Personnel.** The CONSULTANT shall provide enough qualified personnel to properly perform services required under this AGREEMENT and DISTRICT shall have the right to remove any of CONSULTANT'S personnel from the PROJECT.
- 2.4. **Regulatory Compliance.** The CONSULTANT shall comply with all applicable federal, state and local laws, statutes, ordinances, codes, rules and regulations currently existing and as amended, enacted, issued or adopted in the future and which are applicable to the PROJECT.
- 2.5. **Associated Regulatory Codes.** The CONSULTANT shall prepare and submit to DISTRICT an outline of applicable provisions of regulations that apply to any PROJECT.
- 2.6. **Project Initiation Phase.**
 - a. Participate in a general Project kick-off meeting to include the CONSULTANT'S and DISTRICT staff.
 - b. Before beginning work, the CONSULTANT shall submit to the DISTRICT a written preliminary estimate of the total PROJECT cost and shall advise the DISTRICT, in writing, of any adjustments to the estimate of PROJECT Cost.
 - c. CONSULTANT must respond to/incorporate DISTRICT comments during the various PROJECT phases.
- 2.7. **Coordination for Government Authorities.** The CONSULTANT shall file documents required for the approval of governmental authorities having jurisdiction over the PROJECT.
- 2.8. **Evaluate Performance.** The CONSULTANT shall evaluate the performance of associates under the requirements of the PROJECT when requested in writing by the DISTRICT.
- 2.9. **Coordination of Others.** The CONSULTANT may be asked to coordinate PROJECT performed by separate contractors or by the DISTRICT's own employees.

ARTICLE 3 ADDITIONAL CONSULTANT'S SERVICES

- 3.1. **Additional Services.** Additional services are not included in the Services set forth previously. If the DISTRICT requests in writing any of the Additional Services, CONSULTANT shall be compensated for the same in accordance with the provisions of the Agreement relating to Additional Services and the amounts indicated in Exhibit A for Additional Services. The Board of Trustees of the District must approve an amendment to this Agreement, fully executed, prior to CONSULTANT performing any Additional Services. The CONSULTANT shall request

payment for Additional Services in a separate line item on the same invoice submitted for Services in a format pre-approved by the DISTRICT

- 3.2. **Notification and Authorization.** 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. **Regulatory Revisions.** Making material revisions in documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation of such documents.
 - b. **Scope Change after Phase Approvals.** Providing services required because of significant changes made in the PROJECT after approval of each phase of the work including, but not limited to, size, quality, complexity, or the DISTRICT's schedule, except for services required under changes related to design errors or omissions.
 - c. **Legal Services.** Providing services in connection with an arbitration proceeding or legal proceeding except where the CONSULTANT is a party thereto.
 - d. **Consultant Coordination.** Providing services, other than coordination and incorporation of information into the design documents, in connection with the work of consultants retained by the DISTRICT.

ARTICLE 4 TERMS OF SERVICE

- 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 4 months.
- 4.3. **Billing Rate.** Should services be necessary after the expiration of contract duration, they can be provided in accordance with the Billing Rates as provided in EXHIBIT A.
- 4.4. **Suspension Notice.** DISTRICT may suspend this Agreement at any time without penalty by written notice to CONSULTANT of such suspension.

ARTICLE 5 INDEMNITY AND INSURANCE

- 5.1. To the fullest extent permitted by law, CONSULTANT agrees to indemnify and hold the DISTRICT and its Board of Trustees, officers, employees and agents harmless from all liability arising out of:

- a. **Workers Compensation and Employer's Liability.** Any and all claims under workers' compensation acts and other employee benefit acts with respect to CONSULTANT'S employees or CONSULTANT'S subcontractor's employees arising out of CONSULTANT's work under this agreement; and
 - b. **General Liability.** If arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the CONSULTANT, the CONSULTANT shall indemnify and hold the DISTRICT harmless from any liability for damages for (i) death or bodily injury to person; (ii) injury to, loss or theft of property; (iii) any failure or alleged failure to comply with any provision of law; or (iv) any other loss, damage or expense arising under either i, ii, and iii above, sustained by the CONSULTANT or the DISTRICT, or any person, firm or corporation employed by the CONSULTANT or the DISTRICT upon or in connection with the Project, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent CONSULTANTS who are directly employed by the DISTRICT.
 - c. The CONSULTANT, 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 (other than professional negligence covered by section below, its officers, agents, or employees, that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the CONSULTANT, 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; and
- 5.2. **Purchase and Maintain Insurance.** CONSULTANT shall purchase and maintain project specific 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.** 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.

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:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

- c. **Professional liability insurance.** 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 (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.

5.3. **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.

5.4. **Insurance Evidenced.** 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.

5.5. **Coverage Amounts**

Insurance Policy	Minimum coverage Amount
Workers Compensation	In accordance with applicable law
Employers Liability	One Million dollars (\$1,000,000)

ARTICLE 6 COMPENSATION TO THE CONSULTANT

6.1. **Contract Price for Services.** The Contract Price for the CONSULTANT's performance of the Services under this Agreement shall consist of the lump sum price of \$201,695 distributed as follows:

ATEP PHASE ONE:

a.	Task 1: Project Initiation Phase	\$1,604
b.	Task 2: Research and Analysis Phase	\$1,604
c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$4,011

	Programs and Projects for Implementation	\$3,209
	Performance Measurement and Reporting Protocols	\$4,011
	Draft Report	\$802
	Final Sustainability/ Energy Plan	\$802
d.	SUB-TOTAL	\$16,043

ATEP PHASE TWO:

a.	Task 1: Project Initiation Phase	\$4,813
b.	Task 2: Research and Analysis Phase	\$4,813
c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$12,032
	Programs and Projects for Implementation	\$9,626
	Performance Measurement and Reporting Protocols	\$12,032
	Draft Report	\$2,406
	Final Sustainability/ Energy Plan	\$2,406
d.	SUB-TOTAL	\$48,128

IRVINE VALLEY COLLEGE PHASE ONE:

a.	Task 1: Project Initiation Phase	\$1,705
b.	Task 2: Research and Analysis Phase	\$1,705
c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$4,263
	Programs and Projects for Implementation	\$3,410
	Performance Measurement and Reporting Protocols	\$4,263
	Draft Report	\$853
	Final Sustainability/ Energy Plan	\$853
d.	SUB-TOTAL	\$17,052

IRVINE VALLEY COLLEGE PHASE TWO:

a.	Task 1: Project Initiation Phase	\$5,115
b.	Task 2: Research and Analysis Phase	\$5,115

c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$12,788
	Programs and Projects for Implementation	\$10,788
	Performance Measurement and Reporting Protocols	\$12,788
	Draft Report	\$2,558
	Final Sustainability/ Energy Plan	\$2,558
d.	TOTAL	\$51,710

SADDLEBACK COLLEGE PHASE ONE:

a.	Task 1: Project Initiation Phase	\$1,705
b.	Task 2: Research and Analysis Phase	\$1,705
c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$4,263
	Programs and Projects for Implementation	\$3,410
	Performance Measurement and Reporting Protocols	\$4,263
	Draft Report	\$853
	Final Sustainability/ Energy Plan	\$853
d.	TOTAL	\$17,052

SADDLEBACK COLLEGE PHASE TWO:

a.	Task 1: Project Initiation Phase	\$5,115
b.	Task 2: Research and Analysis Phase	\$5,115
c.	Task 3: Implementation	
	Mission Statement, Goals and Priorities	\$12,788
	Programs and Projects for Implementation	\$10,788
	Performance Measurement and Reporting Protocols	\$12,788
	Draft Report	\$2,558
	Final Sustainability/ Energy Plan	\$2,558
d.	TOTAL	\$51,710

CUMULATIVE TOTAL: **\$201,695**

- 1.2. **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 Services, except for Allowable Reimbursable Expenses described in this Agreement. At no time shall meals be considered a reimbursable expense. The items and services identified in EXHIBIT A are services included in the CONSULTANT'S compensation for Services as set forth in Article 2.
- 1.3. **CONSULTANT Monthly Billing Statements.** CONSULTANT shall submit monthly billing invoices to the DISTRICT for payment of the Contract Price for Services, authorized Additional Services, and previously approved and allowable Reimbursable Expenses performed or incurred in the immediately 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.
- 1.4. **DISTRICT Payment of Contract Price.** Within thirty (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 Services, authorized Additional Services, and Allowable Reimbursable Expenses.
- 1.5. **Withholding Payment.** The DISTRICT may 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.
- 1.6. **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.
- 1.7. **Monthly Payments.** Payments for CONSULTANT services shall be made monthly on the basis set forth in this article.
- 1.8. **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.

- 1.9. **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 (See EXHIBIT A) or as a fixed fee.
- 1.10. **Reimbursable Expenses** incurred by the CONSULTANT and CONSULTANT'S employees 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 Original and Additional Services and include expenses incurred by the CONSULTANT and CONSULTANT'S employees 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 Services will be reimbursed.
 - f. For reimbursable expenses, compensation shall be computed at a multiple of 1.05 times the expenses incurred by the CONSULTANT, the CONSULTANT'S employees and consultants in the interest of the PROJECT.
 - g. For additional services of CONSULTANTS, compensation shall be computed at a multiple of 1.1 times the amounts billed to the CONSULTANT for such services.
- 1.11. **Non Waiver of Rights.** Neither the DISTRICT'S review, approval of, nor payment for, any of the services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and CONSULTANT shall remain liable to the DISTRICT in

accordance with applicable law for all damages to the DISTRICT caused by CONSULTANT'S failure to perform any of the services furnished under this Agreement.

ARTICLE 2 CONSULTANT'S WORK PRODUCT

- 2.1. **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 DISTRICT the right to reuse all or part of the fore mentioned documents at its sole discretion for the construction of all or part of this or another PROJECT constructed for the DISTRICT. If the documents are reused for another project constructed for the DISTRICT, then the DISTRICT agrees that CONSULTANT shall not be responsible for any reuse of the documents. The DISTRICT is not bound by this AGREEMENT to employ the services of CONSULTANT in the event such drawings, specifications and/or other documents are reused. CONSULTANT grants to the DISTRICT the right to copy, use, modify, and reuse any and all copyrights and designs embodied in the plans, specifications and other documents prepared or caused to be prepared by the CONSULTANT pursuant to this AGREEMENT.
- 2.2. **Documentation.** The CONSULTANT shall make a written record of all meetings, conferences, discussions and decisions made between or among the DISTRICT and CONSULTANT during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance and/or sequence of the work. The CONSULTANT shall provide a draft copy of such record to the DISTRICT for review and comment, make adjustments and provide a final copy to the DISTRICT.
- 2.3. **Electronic Copy of Documents.** The CONSULTANT shall perform the work under this agreement using DISTRICT approved software and shall deliver electronic copy via CD, DVD or thumb drive in both the software format and PDF format upon completion of the PROJECT requirements. If work is terminated prior to PROJECT completion, a copy of the work completed to date shall be provided to the DISTRICT.
- 2.4. **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. 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 the 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 3 TERMINATION

- 3.1. **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. 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 three days after the day of mailing, whichever is sooner.
- 3.2. **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 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.
- 3.3. **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.
- 3.4. **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 fifteen days prior to the suspension date. If the PROJECT is suspended by the DISTRICT for more than ninety 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.
- 3.5. **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.

- 3.6. **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.
 - b. 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.
 - c. 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.
- 3.7. **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.
- 3.8. **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 4 DISPUTES, MEDIATION AND ARBITRATION

- 4.1. **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.
- 4.2. **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.

- 4.3. **Arbitration.** If mediation is unsuccessful, claims, disputes or controversies arising out of or relating to this AGREEMENT will be decided by arbitration in accordance with the American Arbitration Association then prevailing unless the parties mutually agree otherwise.
- a. No arbitration arising out of or relating to this Agreement shall include, by consolidation, joinder or in any other manner, any additional person not a party to this Agreement except by written consent containing a specific reference to this Agreement and signed by the CONSULTANT, District and any other person sought to be joined. Consent to arbitration involving an additional person or persons shall not constitute consent to arbitration of any dispute not described therein or with any person not named therein.
 - b. This agreement to arbitrate shall be specifically enforceable under applicable law in any court having jurisdiction thereof.
 - c. Notice of demand for arbitration shall be filed in writing with the other party to this AGREEMENT in accordance with the rules of the American Arbitration Association. The demand shall be made within a reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when institution of legal or equitable proceedings based upon such claim, dispute or other matter in questions would be barred by the applicable statutes of limitation.
 - d. In any judicial proceeding to enforce this agreement to arbitrate, the only issues to be determined shall be those set forth in 9 U.S.C. Section 4 Federal Arbitration act and such issues shall be determined by the court without a jury. All other issues, such as, but not limited to, arbitrability, prerequisites to arbitration, compliance with contractual time limitations, applicability of indemnity clauses, clauses limiting damages and statutes of limitation shall be for the arbitrators whose decision thereon shall be final and binding. There shall be no interlocutory appeal of an order compelling arbitration.
 - e. The award rendered by the arbitrators shall be final and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.
 - f. Unless otherwise provided, this Agreement shall be governed by the law of the state and county where the Project is located.

ARTICLE 5 DISTRICT'S RESPONSIBILITIES

- 5.1. **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.

- 5.2. **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. CONSULTANT shall consult with authorized employees, agents, and representatives of DISTRICT relative to the design and construction of the Project. However, CONSULTANT shall accept directives only from DISTRICT's designated representative and not from other DISTRICT employees or consultants. The DISTRICT shall notify CONSULTANT in writing if, at its sole option, it makes a change in the DISTRICT representative. Unless modified by written notice by the DISTRICT to the CONSULTANT, the DISTRICT Representative is:

Mark Schoeppner, Construction Manager

- 5.3. **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 PROJECT intent. 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.
- 5.4. **DISTRICT Consultants.** Other consultants required or desired by the DISTRICT in connection with the PROJECT shall be retained and paid for by the DISTRICT. Such other consultants include, but may not be limited to legal counsel, insurance consultants, and Sustainability/Energy Plan consultants.
- 5.5. **Project Description.** The DISTRICT shall furnish a description of the PROJECT as required.
- 5.6. **Reliable Information.** The CONSULTANT may rely on the information provided by DISTRICT but only to the extent such reliance is consistent with CONSULTANT'S obligations under this agreement

ARTICLE 6 MISCELLANEOUS

- 6.1. **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.
- 6.2. **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.

- 6.3. **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 three (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.
- 6.4. **Review, Approval or Acceptance.** Review, approval or acceptance of CONSULTANT'S work whether by DISTRICT or others, shall not relieve CONSULTANT from responsibility for errors and omissions in CONSULTANT'S work.
- 6.5. **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.
- 6.6. **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.
- 6.7. **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.
- 6.8. **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.

- 6.9. **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.
- 6.10. **Non-Assignment.** 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. 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 an 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.
- 6.11. **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.
- 6.12. **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.
- 6.13. **Communications** between the parties shall be sent to the following addresses:
- | | |
|--|--|
| DISTRICT | CONSULTANT |
| Mark Schoeppner | Bharat Patel |
| South Orange County | Harley Ellis Devereaux Corporation |
| Community College District | 601 S. Figueroa Street, Suite 500 |
| 28000 Marguerite Parkway | Los Angeles, CA 90017 |
| Mission Viejo, CA 92692 | |
| mschoeppner@socccd.edu | bpatel@hed.design |

COPY

Dr. Debra L. Fitzsimons
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692
dfitzsimons@socccd.edu

- 6.14. **Severability.** If any provision of this Agreement is deemed illegal, invalid unenforceable or void by any court of competent jurisdiction, such provision shall be deemed stricken and deleted here from, but all remaining provisions will remain and continue in full force and effect.
- 6.15. **Entire Agreement / Amendment.** This AGREEMENT and any exhibits attached 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.
- 6.16. **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

Harley Ellis Devereaux Corporation

Dr. Debra L. Fitzsimons
Vice Chancellor, Business Services

Bharat Patel
Principal-in-Charge

(Date)

(Date)

(Taxpayer number)

EXHIBIT A - CRITERIA AND BILLING AND EXTRA WORK

- A. The following extra services to this Agreement shall be performed by CONSULTANT if needed and requested by the DISTRICT.
1. Making revisions in documents when such revisions are:
 - a. Inconsistent with approvals or instructions previously given by the DISTRICT.
 - b. Required by the enactment or revisions of codes, laws or regulations subsequent to the preparations of such documents.
 - c. Due to changes required as a result of the DISTRICT'S failure to respond to a written request from the CONSULTANT within a reasonable time, as requested by CONSULTANT.
 2. Providing services required because of significant documented changes in the Project initiated by the DISTRICT, including but not limited to, size, quality, complexity, the DISTRICT'S schedule.
- B. The following rates which include overhead, administrative cost and profit shall be utilized in arriving at the fee for initial and extra services. The hourly rates reflected below shall be effective as of the 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.

<u>HED</u>	<u>Fee Per Hour</u>
Principal	\$250
Lead | Project Manager, Evaluator	\$200
Associates	\$175
Clerical	\$75

<u>kW Engineering, Inc.</u>	<u>Fee Per Hour</u>
Principal	\$225
Project Manager	\$185
Senior Engineer	\$175
Engineer	\$155
Technician	\$110

<u>Aardvarc</u>	<u>Fee Per Hour</u>
Principal	\$225

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No 16-30 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

Deputy Sector Navigator (SB1402) at Irvine Valley College	\$154,666
Adult Education Block Grant at Irvine Valley College	\$869,190
Perkins Title IC at Irvine Valley College	\$300
CTE Transitions at Irvine Valley College	(\$391)
Perkins Title IC at Saddleback College	\$6,796
Real Estate Education Center at Saddleback College	\$92,000
Physical Plant & Instructional Equipment at Irvine Valley College	\$20,761
Cooperative Agencies Resources for Education (CARE) at Saddleback College	\$2,940
Full-time Student Success Grant (FTSSG) at Irvine Valley College	\$165,900
Basic Skills Transformation Initiative at Irvine Valley College	\$1,447,720
CTE Data Unlocked Initiative at Irvine Valley College	\$50,000
Total Increase to the General Fund	<u>\$2,809,882</u>

Total Budget Amendment \$2,809,882

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-30 to amend the FY 2016-2017 Adopted Budget as indicated in EXHIBIT A.

Item Submitted By: *C.M. Brahmhatt, Acting Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND

RESOLUTION 16-30

November 14, 2016

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$2,809,882 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

<u>Account</u>	<u>Income Source</u>	<u>Amount</u>
8100	Federal Revenue	6,705
8600	State Revenue	2,803,177
		<u>\$ 2,809,882</u>

<u>Account</u>	<u>Expenditure Description</u>	<u>Amount</u>
1000	Academic Salaries	506,928.00
2000	Classified Salaries	428,151.00
3000	Fringe Benefits	145,108.00
4000	Books and Supplies	47,447.00
5000	Other Operating Expenses and Services	1,477,791.00
6000	Capital Outlay	38,557.00
7000	Other Outgoing	165,900.00
		<u>\$ 2,809,882</u>
	Total Budget Amendment	<u>\$ 2,809,882</u>

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT FY 2016-2017

GENERAL FUND

RESOLUTION 16-30

November 14, 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 \$2,809,882 duly and regularly adopted by the said Board at a regular meeting thereof held on November 14, 2016.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 15th day of November 2016.

Debra L. Fitzsimons
Acting Secretary to the Board of Trustees

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 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 October 31, 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.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period ended October 31, 2016

General Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries		\$113,150
2000	Classified Salaries	\$2,573	
3000	Fringe Benefits		\$1,061
4000	Books and Supplies	\$192,881	
5000	Other Operating Expenses & Services		\$60,510
6000	Capital Outlay	\$767	
7000	Other Outgo		\$21,500
Total Transfers - General Fund		\$196,221	\$196,221

Capital Outlay Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Other Operating Expenses & Services		\$8,000
6000	Capital Outlay	\$8,000	
Total Transfers - Self-Insurance Fund		\$0	\$0

Total Transfers	\$204,221	\$204,221
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TO: Board of Trustees**FROM:** Debra L. Fitzsimons, Interim Chancellor**RE:** SOCCCD: 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.	<u>HPI Architecture</u> Saddleback College Marquees and Landscape Project – Architectural Services Amendment No. 1 – For increased scope of services. SOCCCD	\$70,169.00	\$195,489.00
B.	<u>Solpac Construction, Inc.</u> Saddleback College Fine Arts HVAC Upgrade Interior Renovation Project – Construction Services Change Order No. 4 – For project revisions to the general contractor's contract. SOCCCD	\$53,107.00	\$7,574,347.00
C.	<u>Orange County Department of Education</u> Orange County Career Pathways Partnership (OCCPP) Program – Sub-Grant Amendment No.2 – For payment and invoicing terms allowing a portion of annual allocations to be carried over into subsequent years.	\$0	\$1,297,862.00

**AMENDMENT NO. 1
TO ARCHITECTURAL SERVICES AGREEMENT
FOR
MARQUEES AND LANDSCAPE PROJECT
SADDLEBACK COLLEGE**

October 24, 2016

THIS AMENDMENT shall modify the original agreement dated June 27, 2016 by and between the South Orange County Community College District, hereinafter referred to as "DISTRICT," and HPI Architecture, 115 22nd Street, Newport Beach, California, 92663, hereinafter referred to as "CONSULTANT".

WHEREAS, Article 11, paragraph 11.16 of the original agreement establishes that it may be amended in writing by mutual consent of both parties; and

WHEREAS, Article 6, paragraph 1 and Attachment A establish the compensation of the agreement at a total contract value of \$125,320; and

WHEREAS, the scope of services has increased to include additional landscape, updated security, and information technology design services; and


NOW, THEREFORE, the Parties agree to modify the original agreement as follows:

PROVIDE SUPPLEMENTAL A/E SERVICES

Original Contract Amount:	\$125,320
Amendment No. 1	<u>\$ 70,169</u>
Total Contract Amount	\$195,489

IN WITNESS HEREOF, the Parties have executed this Amendment No.1 as of the date set forth above.


"DISTRICT"
South Orange County Community College District

By: 
Dr. Debra L. Fitzsimons
Interim Chancellor

OCT 20 2016

Date: _____

"CONSULTANT"
HPI Architecture

By: 
Larry Frapwell
Principal in Charge

Date: _____

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Fine Arts HVAC Upgrade Interior Renovation Project at Saddleback College
Board Change Order No. 4

October 27, 2016

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	BCO NO. 4 COR Total	REVISED CONTRACT AMOUNT	Approved Time Extension (Cal. days)
2041	General Contractor	Solpac Construction Inc. (dba Soltex Pacific Construction Company)		\$7,317,766	\$203,474	\$53,107	\$7,574,347	0
		2424 Congress Street, San Diego, CA 92110	TOTAL	7,317,766			7,574,347	0

COR No.	Date	Description	Requested	Status	Amount	Added Cal. Days
26	10/13/2016	IOR Trailer, Generator and Internet Access	By District	Approved	\$4,963	0
49	10/13/2016	Abatement and Wall Repair	Unforeseen	Approved	\$4,134	0
64	10/13/2016	Water Service in Corridor	Unforeseen	Approved	\$1,539	0
134	10/13/2016	Reframe Louver Opening for AHU 1 & 16	Unforeseen	Approved	\$3,661	0
161	10/13/2016	Floor Repair at Lobby	Unforeseen	Approved	\$9,249	0
187	10/13/2016	Drywall Repair at Mezzanine and Stairway	Unforeseen	Approved	\$397	0
189	10/13/2016	Repair Leaking 6" Chilled Water Pipe at Central Plant	By College	Approved	\$5,587	0
203	10/13/2016	Revise Ductwork Room 303	By College	Approved	\$3,858	0
205	10/13/2016	Replace Rust-filled Sewer and Repair Leak, Room 111D, 106	Unforeseen	Approved	\$4,807	0
207	10/13/2016	Wash and Wax Floors, 17 rooms	By District	Approved	\$3,394	0
212	10/13/2016	Drywall Repair at Access Panel, AHU 1	Unforeseen	Approved	\$278	0
217	10/13/2016	Revised Lighting at Art Canopy	By District	Approved	\$3,315	0
218	10/13/2016	Repair Roll Up Shutter at Concession Stand	By College	Approved	\$1,575	0
234	10/13/2016	Add Blinds, Room 217	By District	Approved	\$1,718	0
236	10/13/2016	Install Water Regulator, Room 210C	By College	Approved	\$2,491	0
239	10/13/2016	Add Downspout for Overflow Drain at Art Gallery	By District	Approved	\$312	0
243	10/13/2016	Contractor Design Assist at Seismic Bracing	By District	Approved	\$1,469	0
246	10/13/2016	Revise Power Disconnect Height for Electric Door, Room 202	By District	Approved	\$360	0
		TOTAL			\$53,107	

EXHIBIT B
Page 1 of 1

Supersedes Amendment #2 Dated 4/1/2016

AGREEMENT NUMBER: 40945

AMENDMENT #2

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT – SADDLEBACK COLLEGE
ORANGE COUNTY CAREER PATHWAYS PARTNERSHIP (OCCPP) PROGRAM

The AGREEMENT entered into July 1, 2014 by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, hereinafter referred to as "SUPERINTENDENT", and the South Orange County Community College District, on behalf of Saddleback College, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "PARTNER", last amended August 28, 2015, is hereby further amended as follows:

1.0 Section 4.0 **PAYMENTS AND INVOICING** shall be amended to read as follows:

A. SUPERINTENDENT, under the terms of this AGREEMENT, shall reimburse PARTNER for PARTNER's eligible expenses for providing the services and activities hereunder identified in Exhibit A; provided, however, the total of such payments does not exceed PARTNER's maximum obligation; and provided further, PARTNER's costs shall be reimbursable pursuant to State and Federal Regulations. PARTNER shall be responsible for all other expenses incurred in connection with the performance of this AGREEMENT.

B. For the period of July 1, 2014 through June 30, 2015 (Year 1) PARTNER shall receive its' first year allocation. Starting with Year 2 (July 1, 2015 through June 30, 2016) and continuing through Year 4 (July 1, 2017 through June 30, 2018), contingent upon submission and approval of PARTNER's annual report and annual Workplan, funds will be distributed as a quarterly reimbursement. PARTNER can submit an invoice with detailed documentation for any portion of their approved allocation for Year 2. Once PARTNER's invoice has been reviewed and approved, PARTNER will be reimbursed within thirty (30) days after the end of the quarter for which their invoice was submitted.

1 C. All funds received for Year 1 (July 1, 2014 through June 30, 2015) may be carried over into
2 Year 2 (July 1, 2015 through June 30, 2016). Year 2 work plans must clearly describe how all carryover
3 funds from Year 1 and all Year 2 allocations and/or leveraged funding from other sources will be used
4 to meet the outcomes of the Orange County Career Pathways Partnership (OCCPP) Program grant
5 described in the approved industry sector work plan framework. No more than forty percent (40%)
6 of the total of Year 1 carryover and the full Year 2 allocation can be carried over into Year 3 (July 1,
7 2016 through June 30, 2017). (Example: Partner carries over \$30,000 from Year 1 and has a Year 2
8 allocation of \$80,000, sum = \$110,000.00. The maximum amount that they can carry over would be
9 \$44,000.00) No more than forty percent (40%) of the total of Year 2 and all of Year 3 allocations can
10 be carried over into Year 4 (July 1, 2017 through June 30, 2018). Year 5 is a full sustainability year
11 and no OCCPP funds may be carried over.

12 D. As a condition for carrying over any funds up to the forty percent (40%) limit, Partner must
13 complete and submit on or before July 29, 2016 a Year 3 work plan. The Year 3 work plan template
14 and Year 3 budgeting document will be distributed to all Partners by June 15, 2016 along with the
15 Year 2 narrative template.

16 E. Recognizing that special circumstances may warrant an exception to Partner's forty percent
17 (40%) carry-over cap, the Executive Committee has authorized the Executive Director and the two (2)
18 Executive Committee chairs to approve or deny a formal request. Such requests must be submitted
19 no later than the last day of fiscal quarter 3 (April 15) and include a revised work plan, a budget
20 request form and a cover letter providing a detailed justification for a one-time exception to the forty
21 (40%) cap.
22

23 F. For travel necessary to the performance of this AGREEMENT, PARTNER's travel and other
24 travel related expense reimbursement claims shall not exceed the travel policy and procedures of the
25 State of California. Travel and other related travel expenses shall be limited to those necessary for

1 the performance of this AGREEMENT. Travel outside of the State of California must be authorized in
2 writing by SUPERINTENDENT prior by to travel. Travel outside of the United States is not permitted.

3 G. PARTNER's billings shall be submitted on SUPERINTENDENT's form, "Budget and
4 Expenditure Invoice," which is attached hereto as Exhibit "B" and incorporated herein by this
5 reference to this AGREEMENT and shall also include a full description and source of local match (cash
6 or In-kind), attached as Exhibit "C" and incorporated herein by this reference to this AGREEMENT.
7 PARTNER shall submit an original Budget and Expenditure Invoice no later than the 15th of each
8 quarter per year. Payments to PARTNER should be released by SUPERINTENDENT no later than thirty
9 (30) calendar days after receipt of a fully documented and accurate Budget and Expenditure Invoice.

10 H. All PARTNER Budget and Expenditure Invoices submitted to SUPERINTENDENT shall be
11 supported by source documentation including, but not limited to, ledgers, journals, time sheets,
12 invoices, bank statements, canceled checks, receipts, receiving records, and records of services
13 provided.

14 I. SUPERINTENDENT may withhold or delay any payment if PARTNER fails to comply with any
15 provision set forth in this AGREEMENT.

16 J. PARTNER shall not claim reimbursement for services provided beyond the expiration and/or
17 termination of this AGREEMENT, except as may otherwise be provided under this AGREEMENT.

18 K. PARTNER shall receive no compensation for the services provided pursuant to this
19 AGREEMENT other than the rate set forth above.

20 L. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the
21 availability of funds furnished by State of California. It is mutually agreed that if the Budget Act of
22 the current fiscal year and/or subsequent fiscal years covered under this AGREEMENT does not
23 appropriate sufficient funds for this program, this AGREEMENT shall be of no further force and effect
24 and shall be terminated. In this event, SUPERINTENDENT shall have no liability to pay any funds
25

whatsoever to PARTNER or to furnish any other considerations under this AGREEMENT and PARTNER shall not be obligated to perform any provisions of this AGREEMENT. If funding for any fiscal year is reduced, or deleted by the Budget Act for purposes of this program, the SUPERINTENDENT shall have the option to either terminate this AGREEMENT with no liability occurring to the SUPERINTENDENT or offer an amendment to PARTNER to reflect the reduced amount. SUPERINTENDENT shall give PARTNER written notification of such termination. Notice shall be deemed served on the date of mailing.

2.0 Except as expressly herein amended, said AGREEMENT of July 1, 2014, shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE
DISTRICT ON BEHALF OF
SADDLEBACK COLLEGE

BY: Debra L. Simmons
Authorized Signature
Dr. Debra L. Simmons
Vice Chancellor Business Services

PRINTED NAME: _____

TITLE: _____

DATE: OCT 24 2016

TIN: _____

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

BY: Patricia McCaughey
Authorized Signature

PRINTED NAME: Patricia McCaughey

TITLE: Administrator

DATE: October 11, 2016

SOCCDSADDLEBACK (40945).OCCPP.22016
ZIP14

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 \$873,536.59 and an additional 250 purchase orders below \$5,000 amounting to \$173,852.71 for a combined total of \$1,047,389.30 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 1,190 checks in the amount of \$10,283,129.46 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.



South Orange County Community College District

Exhibit A
Page 1 of 1

Purchase Order Ratification (Supplier)

October 6, 2016 through October 26, 2016

<u>PO</u>			
<u>Number</u>	<u>Supplier</u>	<u>Description</u>	<u>Amount</u>
P177200	Aardvark Clay and Supplies	Student Art supplies	6,000.00
P177202	Academic Senate for California Community Colleges	ASCCC FY 2016-17 Annual Membership Dues	5,579.18
P177038	Asics America Corporation	Men's Volleyball Supplies	7,737.08
P177203	Axcess Video Corporation	TeachLogic Microphone/Speaker Systems	8,834.60
P176971	B & H Foto	Photography Dish Reflectors, Cases, Batteries	12,671.86
P177134	B & H Foto	Student Design Media Arts materials	7,430.17
P177226	Bio-Rad Laboratories, Inc.	Biology and Biotechnology supplies	6,500.00
P177081	BSN Sports LLC	Tennis Supplies	9,553.65
P176962	California Stage/Lighting, Inc.	Supplies for Theatre Arts	29,933.02
P177253	CCCLC/CCCCA	CCCCA FY 2016-17 Annual Membership Renewal	11,150.00
P176952	CDW Government LLC	UPS upgrade for MDF	25,647.62
P177016	CDW Government LLC	Hardware items for District IT, Offices & Data Center	11,111.10
P177017	CDW Government LLC	Utility servers for District Data Center	9,735.25
P177056	CDW Government LLC	Dell virtual machines	8,648.89
P177141	County of Orange Auditor-Controller	800 MHZ Radios for Police Department	12,400.00
P177140	County of Orange Auditor-Controller	800 MHZ CCCS Next Generation project	9,459.00
P177189	Division of the State Architect	DSA plan check fees application	17,726.30
P177254	Eplus Technology, Inc.	Equipment for wireless expansion project	326,547.72
P176953	GST	Ladibug document cameras	5,937.52
P176945	International E-Z Up, Inc.	Canopies for campus events	9,714.63
P176990	Irvine Valley College Bookstore	Veterans orientation supplies	10,499.00
P177204	Irvine Valley College Bookstore	AESL Textbooks	5,361.15
P177039	Microsoft Store	10 Microsoft Surface Pro 4 with cases	14,159.60
P177249	Mohawk Resources Ltd dba Mohawk Lifts	TIA certification equipment	114,455.22
P177008	Mossy Nissan	2017 Nissan Frontier-SC	18,987.48
P177192	Phoenix Group Information Sys.	Android citation writers for the Police Department	6,132.34
P177063	Proforce Law Enforcement	Safety supplies	5,824.77
P177036	Southern California Edison Company	Electricity for ATEP	45,000.00
P177057	SWACC c/o Keenan & Associates	Memorandum of Coverage adjustment FY 2016-2017	30,158.00
P177060	Systems Source, Inc.	Outdoor furniture fiberglass	11,644.95
P176977	Tuttle-Click Ford	Twelve passenger van-SC	32,517.45
P177151	Vmi Broadcast & Professional Video	Character generator for instructional classroom	21,479.04
P177050	Westminster Press, Inc.	Student Handbook FY 2016-17	15,000.00
Total Purchase Orders Over \$5,000			873,536.59
250 Purchase Orders Under \$5,000			173,852.71
TOTAL PURCHASE ORDERS			1,047,389.30



South Orange County Community College District

Exhibit B
Page 1 of 1

Purchase Order Ratification (Amount)

October 6, 2016 through October 26, 2016

<u>PO</u>			
<u>Number</u>	<u>Supplier</u>	<u>Description</u>	<u>Amount</u>
P177254	Eplus Technology, Inc.	Equipment for wireless expansion project	326,547.72
P177249	Mohawk Resources Ltd dba Mohawk Lifts	TIA certification equipment	114,455.22
P177036	Southern California Edison Company	Electricity for ATEP	45,000.00
P176977	Tuttle-Click Ford	Twelve passenger van-SC	32,517.45
P177057	SWACC c/o Keenan & Associates	Memorandum of Coverage adjustment FY 2016-2017	30,158.00
P176962	California Stage/Lighting, Inc.	Supplies for Theatre Arts	29,933.02
P176952	CDW Government LLC	UPS upgrade for MDF	25,647.62
P177151	Vmi Broadcast & Professional Video	Character generator for instructional classroom	21,479.04
P177008	Mossy Nissan	2017 Nissan Frontier-SC	18,987.48
P177189	Division of the State Architect	DSA plan check fees application	17,726.30
P177050	Westminster Press, Inc.	Student Handbook FY 2016-17	15,000.00
P177039	Microsoft Store	10 Microsoft Surface Pro 4 with cases	14,159.60
P176971	B & H Foto	Photography Dish Reflectors, Cases, Batteries	12,671.86
P177141	County of Orange Auditor-Controller	800 MHZ Radios for Police Department	12,400.00
P177060	Systems Source, Inc.	Outdoor furniture fiberglass	11,644.95
P177253	CCLC/CCCCA	CCCCA FY 2016-17 Annual Membership Renewal	11,150.00
P177016	CDW Government LLC	Hardware items for District IT, Offices & Data Center	11,111.10
P176990	Irvine Valley College Bookstore	Veterans orientation supplies	10,499.00
P177017	CDW Government LLC	Utility servers for District Data Center	9,735.25
P176945	International E-Z Up, Inc.	Canopies for campus events	9,714.63
P177081	BSN Sports LLC	Tennis Supplies	9,553.65
P177140	County of Orange Auditor-Controller	800 MHZ CCCS Next Generation project	9,459.00
P177203	Acess Video Corporation	TeachLogic Microphone/Speaker Systems	8,834.60
P177056	CDW Government LLC	Dell virtual machines	8,648.89
P177038	Asics America Corporation	Men's Volleyball Supplies	7,737.08
P177134	B & H Foto	Student Design Media Arts materials	7,430.17
P177226	Bio-Rad Laboratories, Inc.	Biology and Biotechnology supplies	6,500.00
P177192	Phoenix Group Information Sys.	Android citation writers for the Police Department	6,132.34
P177200	Aardvark Clay and Supplies	Student Art supplies	6,000.00
P176953	GST	Ladibug document cameras	5,937.52
P177063	Proforce Law Enforcement	Safety supplies	5,824.77
P177202	Academic Senate for California Community Colleges	ASCCC FY 2016-17 Annual Membership Dues	5,579.18
P177204	Irvine Valley College Bookstore	AESL Textbooks	5,361.15
Total Purchase Orders Over \$5,000			873,536.59
250 Purchase Orders Under \$5,000			173,852.71
TOTAL PURCHASE ORDERS			1,047,389.30



South Orange County Community College District

EXHIBIT C

Page 1 of 1

Check Ratification

October 6, 2016 through October 26, 2016

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	995	5,482,161.98
07 IVC Community Education	1	90,029.48
09 SC Community Education	18	384,346.63
12 Child Development	14	2,463.08
40 Capital Outlay	115	3,834,996.95
68 Self Insurance	2	8,753.76
71 Retiree Benefit	2	386,361.40
95 SC Associated Student Government	10	33,656.05
96 IVC Associated Student Government	33	60,360.13
Total	1,190	10,283,129.46

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: September and October 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 September and October 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**

<u>General Dynamics Information Technology, Inc.</u> Independent Contractor Agreement- To determine student's eligibility for claiming the education tax credits on federal income tax returns from 10/16/2016 to 10/15/2017. <div style="text-align: right;">District Services</div>	\$55,950.00
<u>Gkkworks</u> Construction Service Agreement- For HVAC and interior improvement construction management services for Fine Arts building from 10/20/2016 to 1/20/2017. <div style="text-align: right;">Saddleback College</div>	\$52,080.00
<u>David A. Young</u> Independent Contractor Agreement- For professional services to review current building designs and to update technical criteria specifications for construction planning from 7/1/2016 to 6/30/2017. <div style="text-align: right;">Irvine Valley College</div>	\$37,500.00
<u>The Regents of the University of California</u> Affiliation Agreement- For UC Irvine and IVC's joint graduate student/faculty internship program to provide interns with the opportunity to learn about the faculty life, governance and teaching at a community college from 7/25/2016 to 6/30/2019. <div style="text-align: right;">Irvine Valley College</div>	\$37,500.00 (Revenue)

<u>PPL, Incorporated</u> Independent Contractor Agreement- For consulting service to hire a highly qualified chancellor for South Orange County Community College District from 9/23/2016 to 12/31/2017. District Services	\$26,000.00
<u>Mark IV Communications, Inc.</u> Independent Contractor Agreement- For IT cable installation, testing and relocation services from 8/31/2016 to 6/30/2017. Irvine Valley College	\$25,000.00
<u>Altaware</u> Software Maintenance Agreement- For software maintenance renewal of Forescout ActiveCare Advanced, a network security and wireless authentication software, from 10/9/2016 to 10/8/2017. Saddleback College	\$22,500.00
<u>Dabco Inc.</u> Construction Service Agreement- For chilled water valve replacement service from 11/1/2016 to 2/1/2017. Saddleback College	\$21,775.00
<u>In-N-Out</u> Catering Services Agreement- For catering service for IVC Preview Day, an on-campus outreach event for local high school seniors, on 3/7/2017. Irvine Valley College-ASIVC	\$21,006.00
<u>Ed2Go</u> Educational Services Agreement- For community education in online education courses for career training to be paid from revenue from 10/20/2016 to 6/30/2017. Saddleback College	\$20,000.00
<u>R&S Overhead Doors of So-Cal, Inc.</u> Construction Service Agreement- For cafeteria door replacement service from 9/26/2016 to 10/26/2016. Irvine Valley College	\$17,876.00
<u>Emcor Services Mesa Energy Systems</u> Construction Service Agreement- For oil separator and chiller repair services in Performing Arts Center from 8/5/2016 to 8/15/2016. Irvine Valley College	\$17,502.00
<u>The Regents of the University of California</u> Training Agreement- For UC Davis to provide development training for K-14 teachers at IVC in computing, science, technology, engineering and mathematics (C-STEM) program curriculum from 1/1/2016 to 12/31/2016. Irvine Valley College	\$15,000.00
<u>The Nossovitch Group</u> Professional Services Agreement- For annual management retreat training in Palm Springs, CA from 9/8/2016 to 9/9/2016. Saddleback College	\$12,600.00

<u>Peak Performance Tennis</u> Educational Services Agreement- For community education in tennis to be paid from revenue from 7/1/2016 to 6/30/2018. Irvine Valley College	\$48,000.00
<u>RJ Coaching</u> Independent Contractor Agreement- For promoting, organizing and facilitating externship for Deputy Sector Navigator from 10/3/2016 to 6/30/2017. Irvine Valley College	\$12,000.00
<u>Yosemite Community College District, Child Development Training Consortium</u> Instructional Agreement- For implementing the Child Development Training Consortium Program from 9/1/2016 to 6/30/2017. Irvine Valley College	\$11,250.00 (Revenue)
<u>Blue Tiger, Inc.</u> Independent Contractor Agreement (Amend #1)- For additional travel expenses for attending Adult Education Block Grant Summit and an additional service date from 11/1/2016 to 11/2/2016 of \$1,200, for a revised contract total of \$11,200. Irvine Valley College	\$11,200.00
<u>Puretec Industrial Water</u> Independent Contractor Agreement (Amend #1)- To extend deionized water service to include the new Science Building with no cost impact through 6/30/2017. Saddleback College	\$11,000.00
<u>Andrew Gomez</u> Independent Contractor Agreement- For producing a digital flip card design services for Deputy Sector Navigator project from 10/3/2016 to 6/30/2017. Irvine Valley College	\$10,000.00
<u>Pacific Plumbing</u> Independent Contractor Agreement- For plumbing repair service from 10/1/2016 to 6/30/2017. Irvine Valley College	\$10,000.00
<u>EcoFert Inc.</u> Independent Contractor Agreement- For support and service to the fertilizer injection system at athletic fields from 7/1/2016 to 6/30/2017. Saddleback College	\$9,360.00
<u>TYR, Inc.</u> Architectural Services Agreement- For Division of the State Architect (DSA) inspection service for classroom B230 renovation and campus safety backup generator projects from 10/7/2016 to 2/7/2017. Irvine Valley College	\$8,919.82

<u>Metalogix</u> Software License and Support Agreement- For license subscription and support of Metalogix, an email archiving software, from 10/12/2016 to 10/12/2017. District Services	\$8,653.00
<u>Rancho Santiago Community College District</u> Sub-Grant Agreement- For implementing the "2016 Externship for Orange County CTE Education: Global Trade & Logistics" project from 10/1/2016 to 12/31/2016. Irvine Valley College	\$8,601.00 (Revenue)
<u>Community College Library Consortium</u> Software License Agreement- For subscription renewal of GOBI All Features Package/Britannica Online/Project MUSE Standard Collection/LibGuides, library databases from 1/1/2017 to 12/31/2017. Irvine Valley College	\$8,203.88
<u>Ventek International</u> Independent Contractor Agreement (Amend #1)- For the cancellation of the mobile permitting app and hosting annual subscription service, resulting in a \$995 decrease from the original amount of \$9,005, for a revised contract total of \$8,010. Saddleback College	\$8,010.00
<u>Essence Entertainment</u> Independent Contractor Agreement- For providing contracted musicians for IVC Theatre Department from 10/1/2016 to 6/30/2017. Irvine Valley College	\$8,000.00
<u>VitalLink</u> Consultant Services Agreement (Amend #1)- Adjustment to the actual number of externship participants, resulting in a \$13,950 decrease from the original amount of \$21,700, for a revised contract total of \$7,750. Irvine Valley College	\$7,750.00
<u>Live Free Apparel</u> Independent Contractor Agreement (Amend #1)- For additional embroidery screen printing service of \$5,000 for a revised contract total of \$7,500. Irvine Valley College	\$7,500.00
<u>Bibliotheca + 3M</u> Software Maintenance Agreement- For annual support and maintenance renewal for Bibliotheca, a library solution software, from 12/1/2016 to 11/30/2017. Saddleback College	\$7,165.75
<u>Northern Micrographics</u> Independent Contractor Agreement- For digitizing service of the Lariat to national digitized newspaper standards from 7/1/2016 to 6/30/2017. Saddleback College	\$7,030.00

<u>Emcor Services Mesa Energy Systems</u> Construction Service Agreement- For air handler and boiler repair services in Power House from 6/20/2016 to 7/20/2016. Irvine Valley College	\$7,000.00
<u>Computer Protection Technology</u> Equipment Maintenance Agreement- For equipment maintenance renewal for District Data Center UPS and batteries from 10/29/2016 to 10/28/2019. District Services	\$6,960.00
<u>CollegeSource</u> Software License Agreement- For subscription of CollegeSource, a transfer evaluation system software, from 11/13/2016 to 11/12/2017. Saddleback College	\$6,876.00
<u>Solidworks</u> Software License Agreement- For subscription of Solidworks, an engineering structural design software, used for engineering students at IVC and ATEP from 12/31/2016 to 12/31/2017. Irvine Valley College	\$6,000.00
<u>Stancil Corporation</u> Independent Contractor Agreement- For upgrading to multi-channel voice logging recorder system for Campus Police Department from 9/6/2016 to 6/30/2017. Irvine Valley College	\$6,000.00
<u>Embassy Suites by Hilton</u> Facility Use Agreement- For facility use for Common Assessment Initiative Professional Development Work Group Meeting in Irvine, CA on 10/6/2016. Saddleback College	\$5,000.00
<u>In-N-Out</u> Catering Agreement- For catering service for Senior Day 2017, an on-campus outreach event for local high school seniors, on 3/16/2017. Saddleback College	\$5,000.00
<u>Main Graphics/Karcher Digital & Printing</u> Independent Contractor Agreement- For processing college business card orders through website ordering system, managed by Main Graphics, from 9/27/2016 to 6/30/2017. Irvine Valley College	\$5,000.00
<u>Roto Rooter Plumbers</u> Independent Contractor Agreement- For water line and sink installation service in Art Studio classroom from 8/10/2016 to 8/30/2016. Irvine Valley College	\$4,892.46
<u>IBI Groups</u> Architectural Services Agreement- For classroom renovation service in Business Sciences & Technology Innovation Center (BSTIC) from 9/29/2016 to 3/29/2017. Irvine Valley College	\$4,860.00

Item Submitted By: *C.M. Brahmhatt, Acting Vice Chancellor, Business Services*

<u>Sports Field Services</u> Consulting Services Agreement- For baseball irrigation improvement service from 10/11/2016 to 11/11/2016. Irvine Valley College	\$4,700.00
<u>CDW-G</u> Software Maintenance & License Agreement- For subscription of WhatsUp Gold, a network management and application monitoring software, from 9/27/2016 to 2/17/2018. Saddleback College	\$4,411.07
<u>Dorothy Bregozzo</u> Educational Services Agreement- For community education in physical fitness to be paid from revenue from 7/1/2016 to 6/30/2017. Irvine Valley College	\$4,252.50
<u>Constant Contact</u> Software License Agreement- For providing subscription marketing service to Saddleback Adult Education through 6/30/2018. Saddleback College	\$4,248.00
<u>Lisker Foundation</u> Independent Contactor Agreement- For guest artist, David Lisker, for the Irvine Valley College Benefit Recital on 10/9/2016. Irvine Valley College	\$4,000.00
<u>Stephen L. Henkle</u> Independent Contractor Agreement- For game worker services at HOME athletic events and HOME contests from 8/25/2016 to 5/31/2017. Saddleback College	\$4,000.00
<u>Amber Caras</u> Independent Contractor Agreement (Amend #1)- For additional theater prop services of \$2,000 for a revised contract total of \$3,500 from 7/1/2016 to 6/30/2017. Saddleback College	\$3,500.00
<u>Parsons Brinckerhoff, Inc.</u> Construction Service Agreement- For labor compliance services for the roof numbering system project from 9/29/2016 to 5/29/2017. Saddleback College	\$3,435.00
<u>Getty Images, Inc.</u> Software License Agreement- For subscription of PASIGNATURE Premium Access Signature, a software management program for Graphics Department to store and use multiple fonts for projects, from 10/12/2016 to 10/11/2017. Saddleback College	\$3,300.00
<u>Community College League of California</u> Consulting Services Agreement- For providing professional services and consultation for the Board of Trustees Workshop on 11/30/2016. District Services	\$3,220.00

<u>Hansen Auctions & Realty</u> Consulting Services Agreement- For auctioneer consulting service for the surplus material auction on 11/5/2016. District Services	\$3,000.00
<u>Mathobotix</u> Educational Services Agreement- For community education in robotics education to be paid from revenue from 7/1/2016 to 12/15/2016. Irvine Valley College	\$3,000.00
<u>Haitbrink Paving</u> Construction Service Agreement- For flatwork and brick repair concrete improvement services in B200 from 9/23/2016 to 11/23/2016. Irvine Valley College	\$2,850.00
<u>Quezada Pro Landscape</u> Landscape Service Agreement- For tree trimming service from 10/10/2016 to 11/10/2016. Irvine Valley College	\$2,695.00
<u>Orange County Regional Chapter of Community Association Institute</u> Educational Services Agreement- For community education in community leadership training to be paid from revenue from 4/1/2016 to 6/30/2017. Saddleback College	\$2,625.00
<u>Susan Sellers</u> Independent Contractor Agreement- For booking agent to provide contracted musicians for Symphony Orchestra and Wind Ensemble from 9/26/2016 to 5/31/2017. Saddleback College	\$2,500.00
<u>UC Irvine School of Medicine</u> Professional Services Agreement- For UCI Willied Body Program to provide cadavers for Saddleback's paramedic students on 10/24/2016. Saddleback College	\$2,400.00
<u>SPIE Photonics West</u> Space Rental Agreement- For space rental at SPIE exhibition for IVC Photonics faculty and staff to promote educational opportunities in the area of Photonics at the college from 1/31/2017 to 2/2/2017. Irvine Valley College	\$2,390.00
<u>Walters Kluwer Clinical Drug Information, Inc.</u> Software License Agreement- For subscription of LexiComp, a pharmacological solution software, for Nursing Program from 8/1/2016 to 7/31/2017. Saddleback College	\$2,175.00
<u>RedRock Security & Cabling</u> Software License Agreement- For subscription IMRON licenses, a security management software and access control solutions, from 10/1/016 to 9/30/2017. Saddleback College	\$2,131.00

<u>Daebreon Poiema</u> Independent Contractor Agreement- For guest artist, actress, to perform for a chamber musical "First Lady Suite" with Theatre Arts Department from 10/10/2016 to 12/12/2016. Saddleback College	\$2,000.00
<u>Kyle Kosidowski</u> Independent Contractor Agreement- For game worker services at home athletic events and contests from 8/25/2016 to 5/31/2017. Saddleback College	\$2,000.00
<u>SJM Industrial Radio</u> Independent Contractor Agreement- For radio repair and services in Police Department from 10/14/2016 to 6/30/2017. Irvine Valley College	\$2,000.00
<u>Cal-Therm Inc.</u> Construction Service Agreement- For HVAC pipe insulation service in Health Sciences building from 11/10/2016 to 1/10/2017. Saddleback College	\$1,785.00
<u>James Peters</u> Educational Services Agreement- For community education in financial planning in retirement, investments, estates to be paid from revenue from 10/1/2016 to 6/30/2018. Irvine Valley College	\$1,770.00
<u>H2 Environmental Consulting Services, Inc.</u> Consulting Services Agreement- For air quality and testing in Health Science building from 11/1/2016 to 1/1/2017. Saddleback College	\$1,725.00
<u>Robert Kehiayan</u> Educational Services Agreement- For community education in commercial real estate and managing investments to be paid from revenue from 10/1/2016 to 6/30/2018. Irvine Valley College	\$1,633.50
<u>Williams Recordings</u> Independent Contractor Agreement- For providing recording and editing services for IVC Choral Department from 10/1/2016 to 6/30/2017. Irvine Valley College	\$1,600.00
<u>Design Science</u> Software License Agreement- For subscription of MathType, an interactive equation editor software used for instruction in Math and Science Department from 10/4/2016 to 10/4/2017. Saddleback College	\$1,594.50
<u>Jennifer Backhaus</u> Independent Contractor Agreement- For guest artist, choreographer, for Performance Dance Ensemble Fall 2016 on 12/2/2016 and 12/3/2016. Irvine Valley College	\$1,550.00

<u>John Joseph Mortensen</u> Independent Contractor Agreement- For guest artist, American pianist, for piano recital at "Reflections of the Ocean Classical Keyboard Series" on 10/16/2016. Saddleback College-Foundation	\$1,500.00
<u>LeeAnne Krusemark</u> Educational Services Agreement- For community education in entrepreneurship, publishing and writing to be paid from revenue from 9/22/2016 to 6/30/2017. Irvine Valley College	\$1,500.00
<u>Michael Koch Kaufman</u> Independent Contractor Agreement- For guest artist, cellist, to perform at Master Class on 10/8/2016. Saddleback College-Foundation	\$1,500.00
<u>Olotomu Talamaivao, DBA Ben & Ollie's</u> Independent Contractor Agreement- For catering services for Indigenous People's Day Event from 10/4/2016 to 6/30/2017. Irvine Valley College	\$1,500.00
<u>Shakespeare by the Sea</u> Independent Contractor Agreement- For Shakespeare by the Sea performance of Othello on 7/16/2016 and 7/17/2016. Saddleback College- ASG	\$1,500.00
<u>Chuck-n-Chip</u> Catering Services Agreement- For catering service for Staff Development Day at Lake Mission Viejo Clubhouse in Mission Viejo, CA on 3/21/2017. District Services	\$1,368.84
<u>Stancil Corporation</u> Independent Contractor Agreement- For providing voice logging recording system from 12/20/2016 to 12/19/2017. Saddleback College	\$1,308.00
<u>Pearson Education Learning Technologies Group</u> Software License Agreement- For license subscription of MyMathTest, an online placement and readiness math assessment software for students, from 10/4/2016 to 10/4/2017. Saddleback College	\$1,220.62
<u>Evoqua Water Technologies</u> Independent Contractor Agreement- For maintenance and replacement services for deionized water system filter from 7/1/2016 to 6/30/2017. Irvine Valley College	\$1,200.00
<u>Elle Vie Company</u> Independent Contractor Agreement- For guest dance artist for concerts on 12/2/2016 and 12/3/2016. Irvine Valley College	\$1,150.00

<u>Benjamin Schramm</u> Educational Services Agreement- For community education in computer to be paid from revenue from 9/1/2016 to 6/30/2017. Irvine Valley College	\$1,125.00
<u>Chris Squires</u> Independent Contractor Agreement- For guest artist, keyboard player, for the production of "Guys and Dolls" from 10/10/2016 to 11/6/2016. Irvine Valley College	\$1,040.00
<u>Chris Boone</u> Independent Contractor Agreement- For guest artist, bass player, for the production of "Guys and Dolls" from 10/10/2016 to 11/6/2016. Irvine Valley College	\$1,020.00
<u>Jeff Segal</u> Independent Contractor Agreement- For guest artist, percussionist, for the production of "Guys and Dolls" from 10/10/2016 to 11/6/2016. Irvine Valley College	\$1,105.00
<u>Emerald Mirror and Glass</u> Independent Contractor Agreement- For broken glass repair and mirror replacement in Physical Education restrooms from 10/1/2016 to 10/15/2016. Irvine Valley College	\$1,015.00
<u>Joon Sung Jun</u> Independent Contractor Agreement- For guest artist, pianist, to present a piano performance on 9/23/2016. Irvine Valley College	\$1,000.00
<u>Chris Canada</u> Independent Contractor Agreement- For photography services for Fall 2016 Theatre Arts productions from 10/16/2016 to 12/5/2016. Saddleback College	\$900.00
<u>Samahan Filipino American Performing Arts & Education Center</u> Independent Contractor Agreement- For traditional Philippine dance performance for Pinoy PIYESTA, a Filipino culture celebration event on 10/29/2016. Irvine Valley College	\$900.00
<u>Vote-now.com LLC</u> Software License Agreement- For subscription of Campus-Vote.com, an electronic on-line voting software for elections and other major decisions, from 8/20/2016 to 8/20/2017. Irvine Valley College	\$895.00
<u>The Hills Hotel</u> Facility Use & Catering Agreement- For facility use and catering service for Chancellor's Executive Council Retreat 2016 in Laguna Hills, CA on 10/14/2016. District Services	\$800.00

<u>Community College League of California</u> Software Subscription Agreement- For subscription of GOBI All Features Package, an online library database for book and library material orders, from 1/1/2017 to 12/31/2017. Saddleback College	\$786.25
<u>Ben Licera Images</u> Independent Contractor Agreement- For providing photography service for "On-Display-Irvine/Orange County Presentation" at the Great Park Irvine from 10/2/2016 to 11/30/2016. Irvine Valley College	\$750.00
<u>Matt Slocum</u> Independent Contractor Agreement- For Matt Slocum New York Trio, musical artists to perform in McKinney Theatre on 11/8/2016. Saddleback College-Foundation	\$750.00
<u>Temecula Creek Inn</u> Facility Use Agreement (Amend #1)- For additional day of Campus Safety planning conference room rental of \$250 for a revised contract total of \$750. Irvine Valley College	\$750.00
<u>Pacific Clippings</u> Independent Contractor Agreement- For media clipping services to track advertising from 9/1/2016 to 6/30/2017. Saddleback College	\$708.00
<u>Bassem Wahbi</u> Independent Contractor Agreement- For videotaping and recording of piano concert on 9/24/2016. Irvine Valley College	\$700.00
<u>CI Solutions</u> Software License and Support Agreement- For maintenance and support renewal of CI Solutions, an ID card printer software, from 12/28/2016 to 12/27/2017. District Services	\$700.00
<u>Krossover</u> Software License Agreement- For subscription of 2016-2017 Krossover Intelligence Breakdown Package, a game film software tool, used by Women's Basketball team from 10/1/2016 to 9/30/2017. Irvine Valley College	\$700.00
<u>VFS Fire & Security Services</u> Independent Contractor Agreement- For annual pre-action sprinkler inspection services for District Data Center from 10/17/2016 to 12/16/2016. District Services	\$700.00
<u>Chabot-Las Positas Community College District</u> Sub-Grant- For implementing Orange Regional Early Childhood Mentor Program from 8/1/2016 to 7/31/2017 Irvine Valley College	\$650.00 (Revenue)

Item Submitted By: C.M. Brahmhatt, Acting Vice Chancellor, Business Services

<u>CDW-G</u> Software license Agreement- For subscription of Fourwinds Interactive, a digital content player software, used by the Marketing Department from 10/1/2016 to 9/30/2017. Irvine Valley College	\$644.63
<u>Wow Party Rental, Inc.</u> Independent Contractor Agreement- For party equipment rental service for Campus Fall Festival on 10/27/2016. Saddleback College- ASG	\$607.00
<u>Haitbrink Paving, Inc.</u> Construction Service Agreement- For sidewalk concrete patching services in A100 from 9/21/2016 to 10/21/2016. Irvine Valley College	\$600.00
<u>James Michael Kirkendoll</u> Independent Contractor Agreement- For guest artist, pianist, to present a solo piano recital on 10/22/2016. Irvine Valley College	\$500.00
<u>Kent Helwig</u> Independent Contractor Agreement- For providing keyboard and rehearsal services for IVC event on 12/8/2016. Irvine Valley College	\$500.00
<u>Leo Chavez</u> Independent Contractor Agreement- For Anthropology guest speaker for the Anthropology Guest Speaker Series on 10/19/2016. Saddleback College	\$500.00
<u>Michael Albert Baggetta</u> Independent Contractor Agreement- For Mike Baggetta New York Trio, musical artists to perform in McKinney Theatre on 11/10/2016. Saddleback College	\$500.00
<u>Susan Bibler Coutin</u> Independent Contractor Agreement- For Anthropology guest speaker for the Anthropology Guest Speaker Series on 11/9/2016. Saddleback College	\$500.00
<u>Tianshu Wang</u> Independent Contractor Agreement- For guest artist, pianist, to perform classical and romantic favorites on 9/30/2016. Saddleback College-Foundation	\$500.00
<u>All Star Jumper Rentals</u> Independent Contractor Agreement- For providing party rental equipment for Pinoy PIYESTA, a Filipino culture celebration event on 10/29/2016. Irvine Valley College	\$478.00
<u>VFS Fire & Security Services</u> Independent Contractor Agreement- For pre-action sprinkler system repair services in District Data Center from 10/17/2016 to 12/16/2016. District Services	\$430.00

Item Submitted By: *C.M. Brahmhatt, Acting Vice Chancellor, Business Services*

<u>Chef's Toys</u> Independent Contractor Agreement- For equipment repair service on all small equipment in Culinary Arts Lab from 7/1/2016 to 6/30/2017. Saddleback College	\$400.00
<u>Signature Celebration</u> Independent Contractor Agreement- For balloon decoration for the new Sciences Building Grand Opening Reception on 9/29/2016. Saddleback College	\$388.80
<u>R&S Overhead Doors of So-Cal, Inc.</u> Independent Contractor Agreement- For warehouse roll up door and oil leak repair service from 9/26/2016 to 10/10/2016. Irvine Valley College	\$356.00
<u>Ingrid Laubrock</u> Independent Contractor Agreement- For guest artist, saxophonist, to perform with drummer, Tom G. Rainey, for mini concert/master class on 10/5/2016. Saddleback-Foundation	\$350.00
<u>Marissa Roth</u> Independent Contractor Agreement- Guest speaker for Dorothy Maria Lowry Distinguished Guest Lecture Series on the topic of documentary photography and photo journalism on 1/20/2017. Saddleback College	\$350.00
<u>Tom G. Rainey</u> Independent Contractor Agreement- For guest artist, drummer, to perform with saxophonist, Ingrid Laubrock, for mini concert/master class on 10/5/2016. Saddleback-Foundation	\$350.00
<u>SurveyMonkey</u> Software License Agreement- For subscription of SurveyMonkey, an online survey software, from 9/22/2016 to 9/21/2017. Irvine Valley College	\$300.00
<u>BG Star Productions, INC/Tae Bo® Fitness, f/s/o Billy Blanks</u> Professional Services Agreement- For motivational speaker for Classified Staff Development Day 2017 at Lake Mission Viejo Clubhouse on 3/21/2017. District Services	\$300.00
<u>Daniel Reyes-Special Event Entertainment</u> Independent Contractor Agreement- For providing DJ service for Pinoy PIYESTA, a Filipino culture celebration event on 10/29/2016. Irvine Valley College	\$300.00
<u>Mohammad Abdel Hag</u> Independent Contractor Agreement- For guest speaker to give presentation on "Race-Power of Illusion" from 11/2/2016 to 11/3/2016. Saddleback College	\$300.00

<u>CASAS (Comprehensive Adult Student Assessment Systems)</u> Independent Contractor Agreement- For providing professional development training for South Orange County Regional Consortium (SOCRC) members, as required for Adult Education student assessment, from 6/1/2016 to 6/30/2016. Saddleback College	\$285.12
<u>Andrew Favorite</u> Independent Contractor Agreement- For guest artist, bassoonist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Andrew Favorite</u> Independent Contractor Agreement- For guest artist, bassoonist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Ayako Sugaya</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Betty Whyte</u> Independent Contractor Agreement- For guest artist, flutist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Brian Shetland</u> Independent Contractor Agreement- For guest artist, horn player, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Claire Bertram</u> Independent Contractor Agreement- For guest artist, oboist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Hyun Shil (Rachel) Kim</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Leslie Schroerlocke</u> Independent Contractor Agreement- For guest artist, clarinetist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Lisa Cherry</u> Independent Contractor Agreement- For guest artist, horn player, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00

Item Submitted By: *C.M. Brahmhatt, Acting Vice Chancellor, Business Services*

<u>Maryann McNamara</u> Independent Contractor Agreement- For guest artist, clarinetist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Matthew Caffrey</u> Independent Contractor Agreement- For guest artist, clarinetist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Maya Horikawa</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Nina Kang</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Patricia Bastis</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Patrice Awa</u> Independent Contractor Agreement- For guest artist, violinist, to perform for Saddleback Symphony Orchestra on 10/8/2016. Saddleback College-Foundation	\$255.00
<u>Shannon Yoshinaga</u> Independent Contractor Agreement- For guest artist, clarinetist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>Stephanie Getz</u> Independent Contractor Agreement- For guest artist, flutist, to perform for Saddleback Symphony Orchestra "October Winds" on 10/7/2016. Saddleback College-Foundation	\$255.00
<u>The International Printing Museum, Inc.</u> Independent Contractor Agreement- For C&P Pilot Press equipment rental to build props for theatre production "You Can't Take It With You" from 10/24/2016 to 11/10/2016. Saddleback College	\$250.00
<u>Kelly Johnson</u> Independent Contractor Agreement- For guest artist, dancer, for IVC presentation of "Silent Night" on 12/3/2016. Irvine Valley College	\$250.00

<u>Madison Simons</u> Independent Contractor Agreement- For guest artist, dancer, for IVC presentation of "Silent Night" on 12/3/2016. Irvine Valley College	\$250.00
<u>NMT Corporation (Northern Micrographics)</u> Professional Services Agreement- For conservation and preservation services of the Lariat archive on 10/11/2016. Saddleback College	\$223.75
<u>Unique Management Services, INC.</u> Independent Contractor Agreement- For providing material recovery and fee collection services for the library from 9/1/2016 to 6/30/2017. Saddleback College	\$218.90
<u>Ryan Dragon</u> Independent Contractor Agreement- For guest artist, trombonist, to perform in the Big Band Concert on 10/14/2016. Saddleback College-Foundation	\$150.00
<u>EM Software, Inc.</u> Software License Agreement- For software upgrade of InData plug-in for Adobe InDesign, a Community Education Gaucho Guide and CUSD After-School Experience brochure software, from 10/4/2016 to 10/4/2017. Saddleback College	\$140.00
<u>The University of Tennessee Knoxville</u> Software License Agreement- For subscription of "What Can I Do With This Major," an online career resource for students to match majors with careers, from 10/25/2016 to 10/25/2017. Saddleback College	\$120.00
<u>Matine Azadian</u> Independent Contractor Agreement- For Anthropology guest speaker to give presentation on Anthropology and Medical School on 9/29/2016. Saddleback College	\$50.00
<u>Adobo Express</u> Independent Contractor Agreement- For food truck to park on campus and sell its food for purchase as part of the Pinoy PIYESTA, a Filipino culture celebration event on 10/29/2016. Irvine Valley College	\$0.00
<u>Audi of America, Inc.</u> Professional Services Agreement- For providing Auto Tech Department with access to online training, self-study program app for iPads and invitations to open house events at various Audi Learning Centers for instructors and students from 7/1/2016 to 12/31/2018. Saddleback College	\$0.00

<u>CHOC Children's Hospital</u> Clinical Training Affiliation Agreement (Amend #1)- No cost extension of services from 8/1/2016 to 7/31/2019 for clinical training affiliation with total contract remaining at \$0. Saddleback College	\$0.00
<u>Hope Center for the Arts</u> Independent Contractor Agreement- For promoting Hope Center for the Arts, a non-profit organization which helps the lives of adults with intellectual disabilities through arts, during Pinoy PIYESTA, a Filipino culture celebration event on campus on 10/29/2016. Irvine Valley College	\$0.00
<u>Norman P Murray Community & Senior Center</u> Facility Use Agreement- For off campus facility use for Emeritus Institute students for exercise activities from 8/22/2016 to 12/18/2016. Saddleback College	\$0.00
<u>Sheriff's Training Academy</u> Facility Use Agreement- For facility use for physical agility testing for Campus Police Department at the Sheriff's Training Academy in Tustin, CA from 7/1/2016 to 6/30/2017. Irvine Valley College	\$0.00

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Study Abroad Program to Santander, Spain, from June 30, 2017 to July 31, 2017

ACTION: Approval

BACKGROUND

Saddleback College is committed to providing high quality education and a full range of cultural activities for students. The college has conducted very successful study abroad programs during summer sessions in Santander, Spain since 1993. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts Division at Saddleback College proposes to offer the study abroad program: Spanish Language Studies in Santander, Spain during summer 2017 from June 30, 2017 to July 31, 2017. The program will be organized and arranged by Travel and Education (T&E) for a fee of \$4484, without airfare, per student at a cost of \$140.12 per day for 10 to 15 students, or \$4394, without airfare, per student at a cost of \$137.31 per day for 16 or more students. Saddleback College solicited three bids for this program from International Studies Abroad Jumpstreet Tours, CIEE, and Travel & Education (T&E). T&E is the only vendor that met all of the required specifications. The details of the program 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 is provided in EXHIBIT C, which includes evidence of liability insurance of not less than \$5,000,000. The proposal from T&E is included in EXHIBIT D. The current travel alerts and warnings list issued by the U.S. Department of State in EXHIBIT E does not include Spain. 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.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Saddleback College study abroad program: Spanish Language Studies in Santander, Spain from June 30, 2017 to July 31, 2017 as summarized in EXHIBIT B, and directs the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with Travel and Education for coordinating all travel agreements in EXHIBIT C.

Item Submitted By: *Dr. Tod A. Burnett, President*

C.M. Brahmabhatt, Acting Vice Chancellor, Business Services

Study Abroad Narrative
Santander, Spain
Summer 2017

Saddleback College has offered the Santander, Spain Study Abroad Program for twenty-three consecutive years. In summer 2017, a group of 15 or more students will study Spanish language, culture, and history from June 30, 2017 through July 31, 2017. Fifteen students participated in summer 2016. The faculty advisor will accompany the students on their arrival flight, as well as the duration of the program in Santander.

Students will enroll in a minimum of 11 units of Saddleback courses and will attend classes Monday through Friday. Professors at Colegio Miguel Unamuno will teach the courses, adhering to Saddleback's course outlines. The average number of units taken per student in summer 2016 was 11 units. The program includes more than 40 weekly hours of instruction in addition to Sunday excursions to cultural and historic sites.

Accommodations for the students are in approved home-stays, including meals. The faculty advisor will be provided a single room for two nights in a hotel in Madrid (arrival night and departure night) and a one bedroom apartment while in Santander and is responsible for meals. All accommodations are within easy walking distance from Colegio Miguel de Unamuno.

STUDY ABROAD PROGRAM INFORMATION SUMMARY

[illegible]

Other:							
3. COURSE(S) OFFERED AT PROGRAM SITE							
Course No.:	Course Title:					No. of Units	
SPAN 1	Elementary Spanish					5	
SPAN 2	Elementary Spanish					5	
SPAN 3	Intermediate Spanish					5	
SPAN 4	Intermediate Spanish					5	
SPAN 6	Intermediate Spanish Grammar & Composition					3	
SPAN 10	Intermediate Conversational Spanish					3	
SPAN 20A	Civilization of Spain Through 1898					3	
SPAN 20B	Civilization of Spain 1898 to Present					3	
ART 42	Color Theory					3	
4. STUDENTS							
Minimum number of students required to make program:						10	
Minimum number of units:						11	
Maximum number of units:						17	
If this is a repeat program site, what is the average number of units taken per student?						11	
Other							
5. COSTS							
Student:							
Contracted cost per student:						\$ 4,484	
Average cost per day: (It costs approximately \$13,000 per year for a student to reside in South Orange County and attend SOCCCD.)						\$ 140.12	
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.						\$ N/A	
Other Costs						\$ 0	
6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)							
Optional excursions, field trips, tours, and extra-curricular activities.							
7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							
9 a.m.	Language	Language	Language	Language	Language	Civilization	Excursions
10a.m.	Classes	Classes	Classes	Classes	Classes	Excursions	
11a.m.							
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.	Civilization	Civilization	Civilization	Civilization	Civilization		
7 p.m.	Culture & Art	Culture & Art	Culture & Art	Culture & Art	Culture & Art		
8 p.m.	Classes	Classes	Classes	Classes	Classes		
9 p.m.							
10 p.m.							
Exceptions to weekly schedule:				Optional extra-curricular activities during non-instructional periods.			
8. ATTACHMENTS							

9. REQUIRED SIGNATURES

CMM Bravo
Lead Faculty Member

10/4/16
Date

CMM Bravo
Department Chair

10/4/16
Date

K.D. Cam
Division/School Dean

10-4-16
Date

Kathy Wink
Vice President, Instruction

10/6/16
Date

L. R.
College President

10-6-16
Date



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL TOUR / FIELD STUDY TRAVEL CONTRACTOR AGREEMENT

GENERAL TERMS AND CONDITIONS

Summer 2017 Education Program in Santander, Spain

This Agreement is made this 14th day of November, 2016 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and Travel and Education (T&E) located at 1055 Mill Creek Drive, Feasterville-Trevoze, PA 19053 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."



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



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TRIP WITHOUT DISTRICT PERMISSION, THE TRAVEL CONTRACTOR HEREBY 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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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 Deputy Chancellor 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



Travel Contractor Agreement

departure of the Educational Tour / Field Study Trip (or fewer days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set 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



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Study Trip participant against TRAVEL CONTRACTOR based upon this Agreement may be brought in any California court of competent jurisdiction.

IN WITNESS WHEREOF, TRAVEL CONTRACTOR and DISTRICT have executed this Agreement to be effective on the day and year first written above.

TRAVEL CONTRACTOR

DISTRICT

Travel and Education (T&E)

South Orange County Community
College District

Date: _____

Date: _____

By: Alfredo Miguel de Pablo
Name of authorized agent

By: _____
Dr. Debra L. Fitzsimons

Title: President

Title: Vice Chancellor, Business Services

Address: 1055 Mill Creek Drive
Feasterville-Trevose, PA 19053

Address: 28000 Marguerite Parkway
Mission Viejo, CA 92692

Phone: (215) 396-0235

Phone: (949) 582-4664



TRAVEL & EDUCATION

GENERAL AGREEMENT with SADDLEBACK COLLEGE - SOCCCD Four (4) WEEK Immersion Program T&E Accredited Language and Culture Institute

Effective date: November 14th, 2016

SANTANDER, Spain

PROGRAM DATES:

**Dates can be modified up to application deadline date.*

US Departure:	Friday, June 30, 2017
Arrive in MADRID and overnight	Saturday, July 1, 2017
Transfer to SANTANDER	Sunday, July 2, 2017
Transfer to MADRID	Sunday, July 30, 2017
Transfer to MAD Airport and return to US	Monday, July 31, 2017

PROGRAM COMPONENTS INCLUDED IN THE STUDENT FEE:

- **24 hour / 7 day on-site services of a T&E Coordinator for the duration of the program.** SADDLEBACK COLLEGE - SOCCCD'S assigned point person with presence during all group activities and available 24 hours for all group needs.
- **Group flight reservation for roundtrip from Los Angeles Airport (LAX) to Madrid with one stop and round-trip —*ONLY AVAILABLE ONCE THE GROUP REACHES 10 PAYING PARTICIPANTS and will be paid for separately. See below.**
- **Two (2) nights in Madrid – one (1) upon arrival and one (1) before departure for US (triple occupancy) with breakfast.**
- **Tapas tour in the evening upon arrival in Madrid**
- **Roundtrip group transfers by private bus: Madrid – Santander -- Madrid**
- **Airport transfers at beginning and end of program: Barajas airport - Madrid hotel - Barajas airport**
- **Accommodation in SANTANDER with Spanish families (2 students per homestay sharing a double room).**
- **Three meals per day, 7 days per week, plus a weekly laundry service (additional washes may be arranged with the homestay family for an extra cost).**
- **An orientation program in SANTANDER consisting of an orientation meeting with a T&E representative, local area information, and a walking tour of SANTANDER.**
- **Reception and Farewell dinners.**
- **Spanish language immersion courses at the Colegio Unamuno. Five (5) hours of immersion daily, 5 days a week (M-F) from 9am to 2pm. TOTAL 100 hours of immersion. Level of proficiency and courses to be determined upon completion of on-site placement test. All course materials included and tutoring if necessary.**
- **All of the necessary class materials (textbooks, photocopies and classroom handouts as well as complementary folder).**
- **Social and cultural program including events such as visits to local museums, tapas tours, Mediterranean style cooking classes, flamenco dance lessons, walking visits to local places of interest, lectures on Spanish culture, art and/or literature, viewing of Spanish films, etc...**

- **Four (4) Excursions** will be included along with group transportation by private bus, hotel accommodations with breakfast (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. Following are possible locations and inclusions:
 - Santander
 - Santillana del Mar and Comillas
 - Valle del Pas and Bilbao
 - Picos de Europa
- **\$50 non-refundable application fee.**
- **\$80 USD per student** for expenses in Madrid (tapas)
- **Unlimited access to computer lab with free email, printing and internet facilities.**
- **Medical and accident insurance coverage** in Spain during the duration of the program.
- **Local T&E office facilities with classroom space and local staff** available during regular office hours in Spain (9am-2pm and 5pm-8pm)

VALUE ADDED BENEFITS

- **Phone card with 200 minutes** for calls to the US for each student.
- **US Liability Insurance Policy** under which SADDLEBACK COLLEGE - SOCCCD will be named coinsured for the duration of the program. Certificates sent upon request.
- **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, Administrative/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.
- **Disciplinary and Safety Controls** for under-aged participants through special family assignments, curfew enforcement, zero-tolerance for substance abuse and documented warning protocols.
- **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 - SOCCCD.
- **Promotional presentations / orientations** at SADDLEBACK COLLEGE - SOCCCD campus or other specified places by T&E local staff on predetermined and mutually agreed upon dates.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:

Target enrollments below with pro-rated scale pricing will include benefits for one (1) faculty member or administrative visit listed below:

- **Roundtrip flights between Orange County, CA and Madrid** on the scheduled group flight.
- **T&E can arrange air travel for faculty companions** if they are traveling on the standard group flight. Since fares change frequently, the cost cannot be determined until the ticket has been booked. Faculty will be billed for any companion tickets and they must be paid for in advance of planned travel. If, for any reason, a faculty member no longer requires an issued ticket, cancellation notification must reach T&E by March 23rd 2017, and s/he will need to pay a \$200 cancellation fee. After this date, the ticket is non-refundable and faculty will be responsible for the entire cost. Faculty may charge tickets to a major credit card.
- **T&E will provide the SOCCCD faculty member with housing** in a single room in the hotel in Madrid (arrival night and 1 night prior to departure) and ONE bedroom apartment while in Santander.
- **A pay-as-you-go mobile phone** will be provided for accompanying faculty with courtesy credit of 100 €
- **Local Medical insurance** for the duration of the program while on Spanish soil.
- **Inclusion in Comprehensive insurance policy** as mentioned above.
- **Use of office space** with internet / phone / fax as well as copy machines.

- **Use of classroom space** for group meetings or for the teaching of predetermined SADDLEBACK COLLEGE - SOCCCD course(s). *Limit two (2) hours a week for this offer. Additional hours negotiable.*
- **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 summer 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.

Provided classroom space will be limited to (2) two hours per week. Additional time can be solicited for a supplemental fee. Students need not participate in the same program in order to be included in the minimum number of participants however they must be participating during the same program period with the same or similar dates.

PROGRAM OPTIONS AND FEES:

- **\$4484** US Dollars per participant for an enrollment of **10-15 paying student participants** with ONE (1) faculty administrative visit.
- **\$4394** US Dollars per participant for an enrollment of **16 or more paying student participants** with ONE (1) faculty administrative visit.

These fees are guaranteed not to change as a result of fluctuations in the \$/€ exchange rate.

***TARGET enrollment.**

Students can enroll on an individual basis for participation in any program however for one (1) administrative visit with full benefits as outlined in the previous section, the minimum group participation must be reached.

GROUP FLIGHT COMPONENT

IMPORTANT NOTE—The group flight is not included in the program fee above and must be paid separately:

- **Group flight Reservations:**
T&E offers the option for group flight reservations to ensure your group will travel together. **SADDLEBACK COLLEGE – SOCCCD** will need to meet a minimum sustained enrollment of **ten (10) paying participants in order to qualify**. If you choose this option,
 - A group of ten (10) must be reached by **April 7th, 2017**.
 - Students must apply to the T&E program by **April 7th, 2017**.
 - A maximum of 15 seats will be held for this group. Additional seats must be contracted separately and may carry a higher cost.
 - **Once applied, everyone will be supplied with a link for T&E flight portal where they can visit to purchase their individual airline ticket.**
 - ***Contracted price per ticket will be made available once the group reaches minimum.**
- Students who do not reserve airfare through the suggested student flight option will be responsible for securing their own flight which should arrive before or at the same time as the contracted flight listed in this proposal. It is also their responsibility to check for any possible schedule changes with the T&E contracted itinerary to ensure their arrival coincides with the group. **IMPORTANT NOTE:** ***Transfers to and from the airport will not be provided for students arriving outside of the scheduled transfer time which is based on the T&E contracted flight for the group.***

NOT INCLUDED IN PROGRAM FEES:

- Airline fees and fuel surcharges
- Mandatory **\$125** refundable damage deposit to be collected from each student and returned to each individual student by T&E Philadelphia office upon completion of program if no damages are reported. If the institution is being invoiced for the entire group there will be a flat charge of \$1000 for groups with up to 15 students.
- Faculty compensation
- Visa and or passport fees.
- Meals other than those indicated on itinerary.
- Personal expenses.
- Additional field trips that have not been specified.
- Usage and upgrades on provided mobile phones.

OPTIONAL COMPONENTS:

- **Additional Administrative visits: \$950** per administrative visit for full faculty benefits.
- Single room supplement: \$200 for short term. *This applies only to the homestay component of the academic 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 - SOCCCD)

- T&E would require SADDLEBACK COLLEGE - SOCCCD to instruct students to apply to the appropriate program via the provided link below.
 - **2017 Online Student Application link for SADDLEBACK COLLEGE - SOCCCD Spain Program** (link will become live once program is approved)
- A total deposit per student of **\$700** (\$450 non-refundable program deposit plus airfare deposit of \$250) must be collected and sent to the T&E office along with a group roster (student names and emails) by **February 24th, 2017**. Penalties apply to changed program bookings after this date.
- Students must purchase the airfare by: **TBA**
- 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.
- **Payment Schedule:**

Payment	Date	Amount Due
Deposit	February 24, 2017	\$700
1st Installment	March 17, 2017	\$1500
2nd Installment	April 14, 2017	\$1500
Final Payment	May 12, 2017	Final payments due

- Students applying after **April 7th, 2017** can only be accepted on a space-available basis and will be enrolled in a land-only program. T&E guidelines set forth in the T&E Application Contract must be followed when making airline reservations in order to take T&E provided transfer services to and from the Barajas Airport in Madrid to the program site. Should the T&E guidelines not be followed, participants will be responsible for their own transportation to or from the Madrid airport and their chosen program site.

- The assigned **SADDLEBACK COLLEGE - SOCCCD** accompanying program director must fill out an online form no later than **April 7th, 2017**. Administrative 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.
- The school administration and **SADDLEBACK COLLEGE - SOCCCD** 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 - SOCCCD**.
- T&E will be invited to present programs to **SADDLEBACK COLLEGE - SOCCCD**'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.

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 April 8th, 2017	A refund of all fees paid less \$450 non-refundable application fee plus any additional non-refundable deposits paid by the student or by T&E on behalf of the student
After April 8th, 2017 but before April 15th, 2017	A refund of all fees paid less \$450 non-refundable application fee plus an additional \$250 airline deposit as well as any additional non-refundable deposits paid by the student or by T&E on behalf of the student.
After April 15th 2017 but before April 29th, 2017 .	A refund of all fees paid less \$450 non-refundable application fee plus an additional \$250 airline deposit and \$1000 processing and insurance plus any other fees incurred by T&E on the students behalf.
After April 30th, 2017	No refund

- Once the program has begun students withdrawing receive no refund unless T&E suspends the program.
- It is understood that **SADDLEBACK COLLEGE - SOCCCD** will not cancel the program if the necessary minimum number of participants have not been enrolled by **May 6th, 2017** for summer group participation.
- **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 Spain, **SADDLEBACK COLLEGE - SOCCCD** may refrain from sending students to Spain 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 Spain or to leave the country if they are already there, T&E will:
 - If the program has not started, either make suitable alternative arrangements or cancel the program and refund all fees paid.
 - 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 - SOCCCD 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 Spain 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

If participants are taking immersion courses, each student must take a placement test which will be provided online prior to departure and/or by the host institution at the beginning of the academic program to determine the linguistic ability of the student and they will be placed in accordance to their level. This implies that not all of SADDLEBACK COLLEGE - SOCCCD students will be in the same language classes for the duration of the program. This also implies that if the student is not at the necessary level of proficiency to be accommodated in his/her chosen course options they may not be admitted into those courses and, in turn, be offered appropriate courses for their determined level of proficiency.

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 T&E provided transfer services to and from the Barajas Airport in Madrid to the program site. Should the T&E guidelines not be followed, participants will be responsible for their own transportation to or from the Madrid airport and their chosen program site.

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 2017 academic term with the mutually implicit understanding that T&E and SADDLEBACK COLLEGE - SOCCCD will continue a relationship for the offering of T&E programs to SADDLEBACK COLLEGE - SOCCCD 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 18th, 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 - SOCCCD 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.

PROPOSAL ACCEPTED BY _____ (please print)
Name of Authorizing Representative SADDLEBACK COLLEGE - SOCCCD

Signature Authorizing Representative SADDLEBACK COLLEGE - SOCCCD

DATE _____

SEARCH

[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

Spain

GO

[Clear Results](#)

Type

Date

Location

No matching records found

Learn About Your Destination

Enter a Country or Area

GO

Enroll in STEP

Enrolling in this free service will allow us to better assist you in case of an emergency while you are abroad.

ENROLL

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 four 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.

Bid No. 20
Site Utilities and Infrastructure Phase I Project
Advanced Technology & Education Park

November 14, 2016

<u>CONTRACTORS</u>	<u>LOCATION</u>	<u>AMOUNT</u>
*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, SITE UTILITIES AND INFRASTRUCTURE PHASE I
PROJECT AT ADVANCED TECHNOLOGY & EDUCATION PARK (ATEP), GRIFFITH COMPANY**

THIS AGREEMENT, dated the 14th day of November, 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 Site 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 Acor 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 shall 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

Date

Date

88
CONTRACTOR’S License No.

Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
if corporation)

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: Approval

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 discussion and approval. 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 Interim Chancellor recommends that the Board of Trustees approve the board policies as shown in EXHIBIT A through E.

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
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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.

BOARD POLICY

5130

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

STUDENTS

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.

BOARD POLICY

5200

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

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

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-109 Board Education

ACTION: 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

One board policy is presented to the Board of Trustees for review and study. The new language to the board policy 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 policy was presented to the Chancellor's Council on November 3, 2016 for review and recommendation to the Chancellor.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees accept for review and study the board policy as shown in EXHIBIT A.

BOARD POLICY

109

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

BOARD EDUCATION

The Board of Trustees is committed to its ongoing development as a board as a whole and to a formalized trustee education program that includes new trustee orientation. The board understands that ongoing training and professional development is key to being a strong effective board. To that end, the Board will engage in regular required board training sessions, study sessions, provide access to reading materials, new board member orientations, and support conference attendance and other activities that foster trustee education.

I. RESPONSIBILITY

It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, leadership, and accreditation standards and expectations.

II. GUIDELINES

1. All board members will attend regular required board training sessions to be held at the district twice per year, in the months of January and September/October, to be facilitated by a professional board trainer/consultant and coordinated by the SOCCCD Chancellor.
2. The Chancellor will provide for a new trustee orientation program for any newly appointed or elected board members, which will be required to be completed no later than 45 days after they become a board member. This orientation will include both internal district and college information, as well as basic training for new board members as recommended by such organizations as the Community College League of California (CCLC), the Association of Governing Boards (AGB), the Association of Community College Trustees (ACCT).
3. Newly elected board officers (including board president) will be required to have board president training within 45 days after they become the new board president. This training can be held at the district by a consultant or the trustee can attend this training at another location.
4. All board members will receive regular training on topics to include but not be limited to a) the roles and responsibilities of board members, b) development of the chancellor/board relationship, c) accreditation standards, d) understanding board policy making, e) effective parliamentary procedure, how to conduct a meeting, and Brown Act requirements, f) board fiduciary responsibilities, g) closed session and legal matters confidentiality, h) board communication and protocols, ~~and~~ i) board ethics, ~~ii)~~ participatory governance.

Adopted: 6-26-06
Revised: 8-27-07
Revised: 5-20-13
Revised: 8-26-13

- 1-5. Individual trustees are encouraged to participate, along with the chancellor, in at least one conference per year that provides professional development of trustee-related knowledge and skills with an emphasis on the Community College League of California (CCLC), the Association of Governing Boards (AGB), the Association of Community College Trustees (ACCT), Academic Senate for California Community Colleges (ASCCC), or trustee community college organizations.
- 2-6. On an annual basis, the Chancellor will circulate and recommend 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. It is encouraged that board members and the chancellor attend together.
- 3-7. The District will budget for each trustee to participate in up to two out of district conferences each year, in addition to participation/presentations at regional meetings and workshops. The District will budget for the regularly required board trainings and orientations as described in this board policy.
8. 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.
9. Board members who are appointed to Board Committees will participate in training related to that committee subject matter and regularly attend the scheduled meetings. They will provide reports back to the full board periodically.
- 4-10. There will be an annual board retreat held in the spring/summer in which the board will do both a self-evaluation and have additional training sessions.

Reference:

Accreditation Standard ~~IV.B.1~~ IV.C.9

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 Exhibits A and B are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibits.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic personnel actions as shown in Exhibits A and B.

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. CHOO, BROOKE is to be employed as Interim Dean of Liberal Arts, Pos #P0010233, School of Humanities, Irvine Valley College, Academic & Classified Administrators-Classified Managers Salary Range 22, Step 1, effective November 1, 2016. This is a temporary replacement for Karima Feldhus, who received a temporary promotion.

2. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Araujo, Cecilia	MA/Educ. Counseling	Counseling/SC	2	01/17/17
Baldwin, Martina	PhD/Communications	Communications/SC	5	01/17/17
Blalock, John	MFA/Animation	Art/IVC	2	01/17/17
Blasius, Mary	MS/Biology	Biology/SC	2	01/17/17
Castillo, Rosendo	MBA/Business	Emeritus/SC	2	01/17/17
Cousineau, Mary	MS/Nursing	Nursing/SC	2	01/17/17
Gomez, Tanya	MA/History	LRC/IVC	2	01/17/17
Gudowski, Sergei	MS/Chemistry	Chemistry/SC	2	01/17/17
Higgs, Sean	MA/Physical Educ.	Kinesiology/IVC	2	01/17/17
¹ Hopkins, Loma	MEd/Rehab Couns.	DSP&S/SC	5	12/05/16
Hurtado, Alejandra	MS/Counseling	Counseling/SC	2	01/17/17
Karkoff, Eric	MS/Library/Info Science	Librarian/SC	2	01/17/17
Ly, Tuyen	MS/Applied Math	Math/IVC	2	01/17/17
Marchioni, Rachel	MS/Counseling	Counseling/SC	2	10/24/16
McCusker, Justin	PhD/Policy, Planning	Political Science/SC	5	10/24/16
Mendoza, Paulino	MA/Spanish	Spanish/SC	2	01/17/17

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.

¹ Correction to 10/24/16 Board Agenda. Start date is 12/5/16, not 1/17/17

A. NEW PERSONNEL APPOINTMENTS - Continued

3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Abdou, Marc	BA/Business Admin.	Communication/SC	1	01/17/17

Equivalency is based on a Bachelor's in Business Administration and professional experience in video and film production. Mr. Abdou is an Emmy Award winning video editor of several educational television series and has served the video production community as a technical video engineer.

Buzdygan, Jolanta	MS/Elem. Education	ESL/SC	2	01/17/17
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Equivalency is based on a Master's Degree in Education from Jagiellonian University in Krakow, Poland, and an earned certificate in TESL from the University of California, Irvine in 1997. Ms. Buzdygan has been teaching English as a Second Language at Santa Ana College since 2015. She has also been teaching ESL full time at UC Irvine since 2011.

² Mitolo, Massimo	PhD/Electrical Engin.	Physics/IVC	5	01/17/17
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Equivalency is based on a PhD in Electrical Engineering. Mr. Mitolo has several years of diverse teaching experience in Physics, Mathematics, Electrical Systems and Electromechanical Equipment.

Reinhardt, William	PhD/Human&Org Syst	Emeritus/SC	5	01/17/17
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Equivalency is based on extensive education and professional experiences. Dr. Reinhardt graduated from the U.S. Merchant Marine Academy at Kings Point and served shipboard in the U.S. Navy as Operations Officer and Navigator. After completing U.S. Navy Instructor Training in San Diego, he was assigned for two years as an Assistant Professor teaching Naval Science at the State University of New York, Fort Schuyler. Honorably discharged from the Navy, he advanced to executive Management positions in the civilian workforce. He completed a Master's degree in Management at Claremont Graduate University, and a second Master's and a PhD in Human and Organizational Systems at Fielding Graduate University in Santa Barbara, CA. He made numerous teaching presentations throughout his career and most recently gave guest lectures and book reviews to the Concerned Citizens Club before 250 senior residents in Laguna Woods. He is currently writing a book, "Brainwashed: The Manipulation of the American Mind."

² Full-time Electrical Technology Instructor at Irvine Valley College

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.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Adams, Brittany	Summer Hiring Work	232.80	08/01/16-08/12/16
Adams, Brittany	Chair, Humanities	5,971.50	01/10/17-05/26/17
Bradley, Devon	BEES Grdn,Outdoor Lrng Facilitator	3,981.00	01/10/17-05/26/17
Brass, Monique	Fitness Center Facilitator	3,317.50	01/17/17-05/25/17
Cassens, Michael	Honors Prgm Facilitator (Replacement)	4,949.71	10/01/16-12/19/16
Castroconde, M.	Co-Chair, Mathematics 1	2,654.00	01/10/17-05/26/17
Chambers, Elizabeth	Chair, Sociology	1,327.00	01/10/17-05/26/17
Crammer, Cale	Co-Facilitator, Model UN 1	1,990.50	01/17/17-05/25/17
³ Delson, Cheryl	SLO Facilitator	1,327.00	01/10/17-05/26/17
Delson, Cheryl	Library Services Coordinator	1,327.00	01/10/17-05/26/17
Delson, Cheryl	Chair, Library Services	2,322.25	01/10/17-05/26/17
Gabriella, Wendy	Chair, Anthropology	1,327.00	01/10/17-05/26/17
Ghuloum, Adam	Chair, Economics	2,654.00	01/10/17-05/26/17
Hernandez, Jerry	Co-Chair, Kinesiology, Hlth/Athl. 1	2,654.00	01/10/17-05/26/17
Hochwald, Seth	Co-Chair, Computer Science 1	1,161.13	01/10/17-05/26/17
Kaufmann, Jefferey	Co-Chair, Biology 2	2,985.75	01/10/17-05/26/17
Kil, Joon	Chair, Political Sciences	2,322.25	01/10/17-05/26/17
King, Donna	Chair, Human Development	2,322.25	01/10/17-05/26/17
Kirk, Julie	Chair, Visual Arts	5,971.50	01/10/17-05/26/17
Loke, Chan	Co-Chair, Computer Science 2	1,161.13	01/10/17-05/26/17
Long, Lewis	Summer Hiring Work	1,552.00	08/01/16-08/12/16
Long, Lewis	Co-Chair, English 2	3,649.25	01/10/17-05/26/17
McCaughy, Colin	Admin of Justice: CTE Coordinator	2,654.00	01/10/17-05/26/17
McCaughy, Colin	Chair, Administration of Justice	1,658.75	01/10/17-05/26/17
Melendez, Robert	Student Success & Dept. Coord.	2,654.00	01/10/17-05/26/17
Melendez, Robert	Chair, Counseling	2,322.25	01/10/17-05/26/17
Melendez, Robert	Early College Facilitator Counseling	5,308.00	01/10/17-05/26/17
Milostan-Egus, K.	Chair, Dance	4,312.75	01/10/17-05/26/17
Monte, Brent	Co-Chair, Mathematics 2	2,654.00	01/10/17-05/26/17
Morris, April	GAP4+1 Program Director	3,981.00	08/15/16-12/19/16
Pham, Lan	Co-Chair, Mathematics 3	2,654.00	01/10/17-05/26/17
Rodriguez, Roland	Co-Chair, Biology 1	2,985.75	01/10/17-05/26/17
Rybold, Gary	Chair, Communication Arts	2,654.00	01/10/17-05/26/17
Sahani, Navneet	Co-Facilitator, Model UN 2	1,990.50	01/17/17-05/25/17
Tabibzadeh, Kiana	Co-Chair, Physiscal Sciences 2	3,317.50	01/10/17-05/26/17
Taylor, Yemmy	Chair, Psychology	3,317.50	01/10/17-05/26/17
Titus, Jodi	Chair, Geography	1,658.75	01/10/17-05/26/17
Tseng, Beatrice	Co-Chair, Languages 1	2,322.25	01/10/17-05/26/17
Tresler, Matt	Chair, Music	4,644.50	01/10/17-05/26/17
Wilson, Jeff	Summer Hiring Work 2	232.80	05/31/16-08/12/16
Wolken, Matt	Chair, Engineering	2,322.25	01/10/17-05/26/17
Total for Month: General Fund/IVC		110,805.07	
2016-2017 IVC FISCAL YEAR TOTAL TO DATE		\$405,318.63	

³ Being paid \$1,327.00 for 1 LHE and taking 2 LHE as Reassigned time for the SLO Facilitator activity.

B. ADDITIONAL COMPENSATION: GENERAL FUND – Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for the 2016/2017 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount (\$)</u>	<u>Effective Date</u>
Cavazzi, Deidre	Choreographer on “Little Shop”	1,000.00	06/10/16-07/23/16
Cubbage, April	Co-Distant Ed. Coordinator	3,981.00	10/03/16-12/18/16
Fredrickson, Scott	VP Academic Senate (SUB)	959.28	08/31/16-09/28/16
Hoida-Mulholland,B	Online Educator Program	500.00	08/22/16-12/18/16
Morris-Freshwater,L	Online Educator Program	500.00	08/22/16-12/18/16
Myhren, Brett	Online Educator Program	500.00	08/22/16-12/18/16
Pakula, Jennifer	Online Educator Program	500.00	08/22/16-12/18/16
Total for Month: General Fund/SC		7,940.28	
2016-2017 SC FISCAL YEAR TOTAL TO DATE		304,183.85	

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.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount (\$)</u>	<u>Effective Date</u>
Akhavan, Susan	ESL 370 1 Trainer	500.00	08/22/16-12/16/16
Beasley, James	ESL 301 1 Trainer	500.00	08/22/16-12/16/16
Beck, Rebecca	ESL 201 Course Training Coord.	1,270.00	08/22/16-12/16/16
Cayanan, Nathan	ESL 201 2 Trainer	500.00	08/22/16-12/16/16
Coleman, Catherine	ESL 201 1 Trainer	500.00	08/22/16-12/16/16
Do, Anhvy	ESL 301 5 Trainer	500.00	08/22/16-12/16/16
Garcia, Jennifer	ESL 301 3 Trainer	500.00	08/22/16-12/16/16
Haeri, Melanie	Multiple Measures Workgroup 1	1,990.50	01/10/17-05/26/17
Henmi, Judy	DSP&S Faculty Coordinator	3,442.00	01/10/17-05/26/17
Jaquibino, Alicia	ESL 301 6 Trainer	500.00	08/22/16-12/16/16
Kane, Chris	AESL Part-time Coordinator	15,624.36	01/17/17-05/25/17
Kelly, Aaron	ESL 301 1 Trainer	500.00	08/22/16-12/16/16
Kim, April	ESL 201 3 Trainer	500.00	08/22/16-12/16/16
Laidemitt, Heidi	ESL 370 (2 Sections) Trainer	1,000.00	08/22/16-12/16/16
Lew, Maling	ESL 201 4 Trainer	500.00	08/22/16-12/16/16
Lombardi, Debbie	ESL 201 5 Trainer	500.00	08/22/16-12/16/16
Perlman, Randi	ESL 201 (2 Sections) Trainer	1,000.00	08/22/16-12/16/16
Ponzillo, Gizelle	ESL 301 4 Trainer	500.00	08/22/16-12/16/16
Russell, Vanessa	ESL 370 2 Trainer	500.00	08/22/16-12/16/16
Warner, Brent	ESL 370 Course Training Coord.	1,270.00	08/22/16-12/16/16
Wilson, Jeff	ESL 301 Course Training Coord	1,270.00	08/22/16-12/16/16
Total for Month: Categorical/Non-General Fund/IVC		33,366.86	
2016-2017 FISCAL YEAR TOTAL TO DATE/IVC		\$278,065.92	

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.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	<u>Effective Date</u>
		<u>Amount (\$)</u>	
Bower, Karyn	BSI ITL Project	79.92	09/16/16-09/16/16
Brunner, Janelle	BSI ITL Project	79.92	09/16/16-09/16/16
Clifford, Meyer	Reviewing TIA Curriculum	1,000.00	10/01/16-10/31/16
Clifford, Meyer	Basic Automotive Tire Service	1,000.00	11/01/16-12/08/16
Ghanbarpour, C.	BSI ITL Project	79.92	09/16/16-09/16/16
Giron, Michelle	BSI ITL Project	79.92	09/16/16-09/16/16
Gonzalez, Frank	B2E Program's Math Lead	6,805.60	08/15/16-11/30/16
Gonzalez, Sara	BSI ITL Project	79.92	09/16/16-09/16/16
Hayter, Catherine	BSI ITL Project	159.84	09/16/16-09/16/16
Hoggatt, Michael	BSI ITL Project	79.92	09/16/16-09/16/16
Jenkins, Tina	BSI ITL Project	79.92	09/16/16-09/16/16
Lively, Brian	BSI ITL Project	79.92	09/16/16-09/16/16
Long, Erin	Coordinate Freshman Major Event	1,198.80	09/10/16-12/01/16
Macasaet, Katrina	BSI ITL Project	79.92	09/16/16-09/16/16
Paige, Monique	BSI ITL Project	79.92	09/16/16-09/16/16
Shaw, Katherine	BSI ITL Project	79.92	09/16/16-09/16/16
Watt, Deb	Coordinate Freshman Major Event	1,198.80	09/10/16-12/01/16
Wilson, Steven	BSI ITL Project	79.92	09/16/16-09/16/16
Wood, Debra	BSI ITL Project	79.92	09/16/16-09/16/16
Zemanek, Erika	BSI ITL Project	79.92	09/16/16-09/16/16
Total for Month: Categorical/Non-General Fund/SC		12,481.92	
2016-2017 FISCAL YEAR TOTAL TO DATE/SC		\$192,728.48	

D. RECLASSIFICATION

1. SADDLEBACK COLLEGE seeks authorization to eliminate and create the following Academic Administrator position, within its organization as defined by Title 5 Education Regulation, Section (a) and (b), Recruitment 53021.
 - a. **ELIMINATE** DIRECTOR OF EMERITUS INSTRUCTIONAL PROGRAM, a Classified Manager, Pos. #4549, Emeritus Institute, Division of Community Education, Emeritus Institute and K-12 Partnerships, Saddleback College, Academic and Classified Administrator and Manager Salary Schedule Range 14, full-time, 40 hour per week, 12 months per year; and **CREATE** ASSISTANT DEAN OF DIVISION/DIRECTOR OF EMERITUS INSTITUTE, an Academic Administrator, Emeritus Institute, Division of Community Education, Emeritus Institute and K-12 Partnerships, Saddleback College, 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. #4549 was approved by the Board of Trustees on May 21, 2012) (Exhibit B, Attachment 1)

D. RECLASSIFICATION - Continued

1. SADDLEBACK COLLEGE seeks authorization to eliminate and create the following Academic Administrator position, within its organization as defined by Title 5 Education Regulation, Section (a) and (b), Recruitment 53021.
 - i. **PROMOTE** DANIEL PREDOEHL, ID #020267, DIRECTOR OF EMERITUS INSTRUCTIONAL PROGRAM, Pos. #4549, Emeritus Institute, Division of Community Education, Emeritus Institute and K-12 Partnerships, Saddleback College, Academic and Classified Administrator and Manager Salary Schedule Range 14, Step 3 at \$8,718.00 per month, full-time, 40 hour per week, 12 months per year; to ASSISTANT DEAN OF DIVISION/DIRECTOR OF EMERITUS INSTITUTE, a academic administrator, Emeritus Institute, Division of Community Education, Emeritus Institute and K-12 Partnerships, Saddleback College, Academic and Classified Administrator and Manager Salary Schedule Range 20, Step 1 at \$10,598 per month, full-time, 40 hour per week, 12 months per year, effective November 1, 2016. (Reclassification cost variance in salary: \$1,880.00 per month)

E. EXTENSION OF ADMINISTRATIVE TEMPORARY ASSIGNMENT (Ratified – Pursuant to Board Policy 4002.1)

1. KELLY, WILLIAM, ID #1233, Acting Board Policies and Administrative Regulations Program Director, Pos #4649, Office of Administrative and Business Services, District, Academic & Classified Administrators/Classified Managers Salary, Range 19, Step 6, 30 percent of full time (12 hours per week), temporary assignment is to be extended effective January 1, 2017 through June 30, 2017, or sooner.

F. WORKLOAD BANKING

1. RYBOLD, GARY, ID #5265, Speech/Forensics Instructor, Pos #1833, School of the Arts, Irvine Valley College, is requesting a leave of absence for the Fall 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.

ATTACHMENT 1

South Orange County Community College District

ASSISTANT DEAN OF DIVISION/DIRECTOR OF EMERITUS INSTITUTE – JC #, Academic Administration, Integrated Academic and Classified Administrator and Manager Salary Schedule 2

DEFINITION

Provide primary leadership and administration for the planning, developing, implementing, directing, monitoring, reviewing and evaluating non-credit programs for the Emeritus Institute (Older Adult Education) for Saddleback College; conduct needs assessments and develop relevant non-credit programs that meet identified needs; select, train, supervise, and evaluate program instructors and office staff.

Serve as secondary administrator in the leadership, supervision, guidance, growth and direction for local, regional, and State initiatives associated with the division and provide the Dean with other assistance as directed and needed.

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 direction from the Dean of Community Education, Emeritus Institute and K-12 Partnerships or presidential designee. Exercises functional and technical supervision over contracted instructional staff and permanent support personnel.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

1. Develop, implement, manage and evaluate non-credit academic and community outreach programs and related services within the Division and the Emeritus Institute, including managing student recruitment funnels, enrollment management KPIs, resource development partnerships, community involvement, and teaching site attainment; secure and schedule the use of on and off-campus facilities for classes while ensuring compliance with standards, rules, and regulations of leased facilities; provide classroom sites of sufficient size to accommodate unique needs of student populations.
2. Provide strategic and operational leadership in the development, assessment and delivery of high quality, innovative courses to a diverse group through enhanced non-credit-certificates, courses, workshops, lifelong learning and other educational events and related activities, as determined by the needs of the workplace and the community; oversee course scheduling and development activities, overall deployment of faculty and staff assignments; conduct evaluations, orientation, coaching and professional development to faculty and staff; closely manage instructional delivery for courses within assigned non-credit areas of instruction; and serve as primary contact with assigned department chairs, directors and coordinators.
3. Assist in the development of marketing strategies leading to the growth, enhancement and recognition of the departments as State-wide leaders; provide leadership and management, and maintain accountability for assigned departments' faculty, staff, and operations; hold regularly scheduled meetings with direct reports; promote and support the professional development of faculty and staff; provide administrative support to Dean and provide direction to faculty chairs and staff as directed; work with faculty chairs in assignment of faculty, in the preparation of the multiple course catalogs/schedule of classes and appropriate budgets pertaining to course offerings.

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4. Enhance and create a widespread culture of inquiry in which thoughtful interpretation of assessment information by faculty and staff is used to improve teaching and learning; ensure the creation, distribution and evaluation of Student Learning Outcomes; utilize data informed decision-making processes to make recommendations to Dean for program adjustments; and respond to the evolving needs of current and future students.
5. Maintain current expertise in all local, regional, and State legislation and initiatives pertaining to disproportionately-impacted student groups and educational programs to meet the academic needs of determined groups; and attend campus, local, regional, and State meetings/conferences pertaining to areas of supervision.
6. Monitor program, manage campus enrollments in coordination with VPI Council; attend meetings to provide and engage in cohesive dialog and collaboration with multiple college divisions; and ensure compliance with College policies and procedures and external accrediting requirements.
7. Supervise staff by assigning and delegating tasks, providing direction, resolving work problems, communicating job expectations, and training employees; chair selection committees; serve as initial administrator for student conflicts and coordinate with Dean and Vice Presidents in the resolution of student judicial matters.
8. Recommend and develop new and/or current curriculum modifications as required; support Dean and VPI in planning, developing, coordinating, and administering academic and career programs and related academic affairs to maintain non-credit educational integrity; enable the college to develop strategies to meet emerging needs of future learners within assigned areas; research, obtain and deploy innovative technological tools across supervised areas pertaining to staff and faculty assessment, course assessment, communication with on and off-campus teaching sites and office efficiency.
9. Develop budget recommendations; manage approved and assigned budgets; monitor and oversee equipment/inventories for assigned programs; provide materials, equipment, supplies, and expenditures within the annual budget guidelines; prepare recommendations and justifications regarding budget requests; direct the forecast of additional funding for staffing, equipment, materials, and supplies; implement mid - year budget adjustments and authorize expenditures according to District policies and applicable regulations.
10. Manage and direct the preparation of short and long-range plans and strategic plans of assigned areas in support of college goals and objectives related to the educational master plan, AUR, and PRs; author AURs for assigned areas and closely collaborate with program faculty in the writing of PRs for each department.
11. Communicate college activities, plans, decisions and events to faculty, staff, and students; establish operating procedures and liaison with other divisions and departments of the college on matters relating to academic programs, physical assets and facilities.
12. Plan, develop, organize, staff, direct and evaluate administrative processes including: student registration, scheduling, fee collection, special events, payroll, accounting, purchasing, printing, and other support for departments, classes, and programs; select, hire, evaluate and train subject matter instructors and consultants to coordinate and develop activities and programs; respond to inquiries and concerns from the general public.

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13. Interact with community and local industry representatives and outside agencies to determine needs for existing and additional programs; and coordinate the attainment and maintenance of off-campus teaching locations throughout college service area.
14. Participate in professional and community activities which promote and extend the benefits, brand and awareness of assigned programs; develop and participate in internal and external physical and human resource development in conjunction with the college's resource allocation request process; and increase accountability of both internal and external constituents.
15. Ensure compliance with District policies and procedures and State and federal laws related to assigned program; and review and certify the accuracy of data concerning program participation.
16. Prepare and submit a variety of statistical and narrative reports; prepare budget reports, annual recap data and special reports, proposals, recommendations and other materials as requested; and coordinate and respond to periodic audits.
17. Communicate with instructional and student services program personnel, college and District administrators and support personnel, representatives of State and federal agencies, educational institutions, social service organizations, counselors and others to coordinate programs and activities and increase student enrollment and community involvement.
18. Maintain current knowledge of regulations, policies and application requirements and eligibility criteria for assigned program, including computer hardware and software enhancements.
19. Make oral presentations to students, parents, counselors and professional colleagues at various gatherings; conduct workshops to provide specialized information regarding the Emeritus Institute and related student services; and develop and direct the distribution of brochures, flyers and other materials to publicize opportunities for students.
20. 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.
21. 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:

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Education:

A Master's degree from an accredited college or university with major course work in education, gerontology, public administration, human services or closely related field.

Experience:

At least three years of increasingly responsible teaching, counseling, student services or other directly-related work experience, preferably in an administrative capacity, at an institution of higher education, including experience in working with older adults and evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physically challenged, and ethnic backgrounds of community college students.

Desirable Experience:

Evidence of an understanding of and experience with the principles of participatory governance and the ability to develop and implement technology-based solutions to curriculum and instructional issues is preferred.

LICENSE AND OTHER CERTIFICATION:

Valid California driver's license.

Knowledge of:

Applicable District policies and local, State and federal laws, codes and regulations.

Budget preparation and administration.

Community college curriculum development processes for non-credit courses.

Community demographics and consumer trends.

Computer systems and software applications related to area of assignment, including capabilities and limitations.

Correct English composition, grammar, spelling and vocabulary.

Curriculum content of non-credit, tuition-free and fee-based courses.

Development and coordination of educational programs associated with older adults at a community college.

District and College organization, operations and objectives.

Interpersonal skills including tact, patience and diplomacy.

Marketing, promotion and public relations techniques.

Modern office practices, procedures, methods, and equipment.

Modern principles, practices, methods and techniques of administration.

Operation of computer, peripherals and software programs, including student information systems, database management, spreadsheet, word processing and specialized software.

Oral and written communication skills.

Planning and organizational skills.

Preparation, publication and distribution of informational and promotional materials.

Principles and practices of financial record-keeping and reporting.

Principles and practices of training, supervision and performance evaluation.

Statistical procedures and mathematical concepts.

Ability to:

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assess the needs and trends of the adult and senior community and develop appropriate programs.

Collect, compile and analyze data.

South Orange County Community College District
Page 5 - Assistant Dean of Division/Director of Emeritus Institute

Ability to:

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.

Develop, implement and evaluate the delivery of instruction to adults, including older adults.

Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

Establish and maintain cooperative working relationships with those contacted in the course of work.

Interpret, apply and explain applicable District policies and procedures and local, State and federal laws and regulations.

Maintain current knowledge of non-credit educational programs for adults, including older adults.

Maintain the security of confidential materials.

Operate computer and applications software, including database management, spreadsheet, word processing and software related to area of assignment.

Plan and organize work.

Plan, organize, coordinate and direct a comprehensive Emeritus Institute program.

Prepare and administer 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.

Respond to requests and inquiries from the public.

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.

Work effectively with others to achieve common goals including student recruitment and retention.

Work independently with minimum administrative 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. Duties are performed primarily in an office environment while sitting at a desk or computer workstation. Work also requires travel to various community locations to scout locations for classes, attend meetings or otherwise conduct work. Incumbents are subject to contact with students, 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, walk short distances on a regular basis, 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.

Finalized by Marlys Grodt and Associates, September 4, 2016
Approved by the Board of Trustees, November 14, 2016

November 14, 2016

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, Exhibit B and Exhibit C.

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. ABER, DANIEL is to be employed as Computer/Audiovisual Technician, Pos. #4465, Office of Innovation Technology, Saddleback College, Classified Bargaining Unit Salary Schedule Range 126, Step 1, 25 hours per week, 12 months per year, effective October 31, 2016. This is a replacement for William Lakow.
- b. ARMSTRONG, CECIL is to be employed as Performing Arts Center Operations Manager, Pos. #4253, School of the Arts, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 122, Step 1, 40 hours per week, 12 months per year, effective January 2, 2017. This is a replacement for Karen Martin.
- c. GALLAGHER, AMBER is to be employed as Director of Financial Aid, Pos. #4554, Financial Aid, Division of Admissions, Records and Enrollment Services, Saddleback College, Academic and Classified Administrator and Manager Salary Schedule Range 14, Step 3, 40 hours per week, 12 months per year, effective January 3, 2017. This position is a replacement for Christian Alvarado.
- d. GONZALVES, RONALD is to be employed as Assistant Director of Technology Services and Broadcast Systems, Special Funded, Pos. #7076, Office of Innovation Technology Center, Saddleback College, Academic and Classified Administrator and Manager Salary Schedule Range 14, Step 5, 40 hours per week, 12 months per year, effective November 1, 2016. This position was approved by the Board of Trustees on October 26, 2015.
- e. HATASHITA, KEVIN is to be employed as Network Systems Technician I, Pos. #8126 Office of Innovation Technology, Saddleback College, Classified Bargaining Unit Salary Schedule Range 132, Step 1, 40 hours per week, 12 months per year, effective October 17, 2016. This position was approved by the Board of Trustees on April 25, 2016.
- f. KENNEDY, SCOTT is to be employed as Police Sergeant, Pos. #4403, Office of Safety and Security, Irvine Valley College, Police Officers Association Bargaining Unit Salary Schedule Range IV, Step 1, 40 hours per week, 12 months per year, effective October 17, 2016. This is a replacement for Todd Schmaltz.
- g. KING, HALEY 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 November 1, 2106. This is a replacement for Annette Solorio.
- h. REGAN, CHERYL is to be employed as Health Office Assistant, Pos. #4829, Student Health Center, Office of Student Services, Saddleback College, Classified Bargaining Unit Salary Schedule Range 115, Step 1, 24 hours per week, 12 months per year, effective November 7, 2106. This is a replacement for Chris Capener.

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)

<u>Name</u>	<u>Classification</u>	<u>Hourly Rate \$)</u>	<u>Start Date</u>
Curialle, Michael	Groundskeeper/SC	21.18	10/07/16-06/30/17
Dedicatoria, Armi	Senior Administrative Assistant/IVC	26.45	11/01/16-06/30/17
Flores, Ruby	Applications Specialist II/SC	34.71	09/22/16-06/30/17
Gomez Acosta, Maria	Lab Tech, Consumer Sciences/SC	23.38	10/17/16-06/30/17
Harrell, Candace	Office Assistant/SC	18.71	09/29/16-06/30/17
Huff, Hannah	Library Assistant I/IVC	19.66	09/15/16-06/30/17
Madrid, Tracey	Administrative Assistant/SC	22.80	09/22/16-06/30/17
Quintanilla, Christian	Custodian/IVC	18.71	10/31/16-06/30/17
Slaughter, Teresa	Administrative Assistant/SC	22.80	09/29/16-06/30/17
Slaughter, Teresa	Senior Administrative Assistant/IVC	26.45	10/17/16-06/30/17
Smith, Jason	Laboratory Assistant/SC	20.15	09/22/16-06/30/17

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)

<u>Name</u>	<u>Position</u>	<u>Hourly Rate \$)</u>	<u>Start/End Date</u>
Adams, Taylor	Coaching Aide/SC	25.00	09/15/16-06/30/17
Aguilar, Nathaniel	Project Specialist/SC	14.00	10/10/16-06/30/17
Balkis, Nadia	Project Specialist/IVC	15.00	09/29/16-06/30/17
Black, Kari	Project Specialist/IVC	14.00	10/17/16-06/30/17
Bright, Kathleen	Project Specialist/DS	25.00	10/10/16-06/30/17
Brown, Timi	Coaching Aide/IVC	25.00	07/01/16-06/30/17
Butorac, Terrie	Project Specialist/SC	24.00	09/29/16-06/30/17
Darby, Lucy	TMD Aide/SC	15.00	09/11/16-06/30/17
Davis, Parker	Project Specialist/IVC	55.00	09/22/16-06/30/17
Galliano, Taylor	Coaching Aide/IVC	25.00	09/22/16-06/30/17
Garcia, Amy	Project Specialist/DS	10.50	09/29/16-06/30/17
Gardner, Keith	TMD Aide/IVC	12.50	09/29/16-06/30/17
Gieszl, Lawrence	Project Specialist/SC	15.00	09/22/16-06/30/17
Gomez, Fermin	Project Specialist/SC	15.50	10/10/16-06/30/17
Hiatt, Courtney	Coaching Aide/SC	25.00	09/22/16-06/30/17
Johnson, Brenda	Clerk/SC	14.00	10/24/16-06/30/17
Karimian, Sheeva	Project Specialist/SC	14.00	09/12/16-06/30/17
Lee, Bo Kyoung	Project Specialist/SC	10.50	09/22/16-06/30/17
Mazaiwana, Alice	Clerk/IVC	11.00	09/22/16-06/30/17
Moore, Anne	Project Specialist/SC	25.00	07/29/16-06/30/17
Newberry, Daniel	Coaching Aide/SC	25.00	09/12/16-06/30/17
Nuno, Yesenia	Project Specialist/IVC	18.50	10/10/16-06/30/17
Prado, Fabian	Project Specialist/SC	14.00	10/10/16-06/30/17
Swanson, Sherrie	Project Specialist/DS	20.00	09/29/16-06/30/17
Varela, Marcus	Project Specialist/SC	12.50	10/10/16-06/30/17
Yoo, Daniel	Coaching Aide/SC	25.00	09/22/16-06/30/17

A. NEW PERSONNEL APPOINTMENTS - Continued

3. 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.

<u>Name</u>	<u>Start/End Date</u>
Adon, Rose	
Ahmadi, Asghar	09/29/16-06/30/17
Ballesteros Vargas, Jose	10/10/16-06/30/17
Banks, Dylan	10/10/16-06/30/17
Bayat, Mahsa	09/15/16-06/30/17
Beatty, Ronald	09/22/16-06/30/17
¹ Caldwell, Nicholas	09/09/16-06/30/17
Clark, Benjamin	10/17/16-06/30/17
El Rayess Naime, Omar	09/15/16-06/30/17
Eslami Shahrababaki, Soheila	10/10/16-06/30/17
Farahbod, Nahid	09/22/16-06/30/17
Galvez, Sammari	07/01/16-06/30/17
Garcia Gonzalez, Elizabeth	10/17/16-06/30/17
Hancock, Emma	09/29/16-06/30/17
Heimann, Jill	10/10/16-06/30/17
Kapata, Penelope	08/22/16-06/30/17
Komoto, Christina	07/01/16-06/30/17
Lang, Rachel	09/22/16-06/30/17
Lewis, Lavonia	09/22/16-06/30/17
Mahdavi, Mojtaba	09/22/16-06/30/17
Maleki, Diba	09/29/16-06/30/17
Medina, Nisha	09/09/16-06/30/17
Meshgin, Neeyusha	10/17/16-06/30/17
Molina, Hazel	09/15/16-06/30/17
Morris, Robert	10/10/16-06/30/17
Ohadirafsanjani, Sharareh	09/29/16-06/30/17
Ortiz, Julia	09/22/16-06/30/17
² Robbs, Brian	09/22/16-06/30/17
Romer, Dustin	09/15/16-06/30/17
Salgado Hernandez, Brian	10/17/16-06/30/17
Shoraka, Roxana	10/17/16-06/30/17
Sommer, Brandon	09/29/16-06/30/17
Surya Hadiputra, Valerie	09/29/16-06/30/17
Tehrani, Sahar	09/15/16-06/30/17
Torres, Brenda	09/12/16-06/30/17
Tugatong, Jitphatsorn	10/10/16-06/30/17
Vaccaro, Sandra	09/22/16-06/30/17
Velasquez, Claudia	09/22/16-06/30/17
Walker-Mendez, Sean	09/22/16-06/30/17
Zolfaghari, Mehdi	09/22/16-06/30/17

¹ Related to Jeanne Harris Caldwell, Director of Student Health Center, Saddleback College and Jessica Caldwell, Substitute Outreach Assistant, Saddleback College.

² Related to Sylvia Carmona, Financial Aide Specialist, Irvine Valley College.

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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)

<u>Name</u>	<u>Position</u>	<u>Not to Exceed (\$)</u>	<u>Start/End Date</u>
Amin, Zihad	Tutor/IVC	12.50	09/29/16-06/30/17
Bascom, Chantal	Tutor/SC	12.00	09/15/16-06/30/17
Craib, Jennifer	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Cung, Don	Tutor/IVC	12.50	10/10/16-06/30/17
Finkelstein, Kara	Clinical Skills Specialist/SC	15.00	08/22/16-06/30/17
Fredendall, Richard	Clinical Skills Specialist/SC	30.00	07/01/16-06/30/17
Gonzalez, Kevin	Tutor/IVC	13.00	09/15/16-06/30/17
Hasebe, Brandon	Clinical Skills Specialist/SC	20.00	08/01/16-06/30/17
Ju, Sang Ha	Tutor/IVC	12.00	09/22/16-06/30/17
Kyaw, Paing	Tutor/IVC	11.00	09/15/16-06/30/17
Lin, Eric	Tutor/SC	12.00	10/24/16-06/30/17
Nolasco, Angela	Tutor/IVC	11.00	09/29/16-06/30/17
Ponzillo, Victoria	Tutor/IVC	16.00	09/22/16-06/30/17
Robinson, Jack	Clinical Skills Specialist/SC	15.00	08/22/16-06/30/17
Saavedra, Juan	Tutor/IVC	12.00	10/10/16-06/30/17
Ta, Ryan	Tutor/SC	12.00	09/29/16-06/30/17
³ Woolard, Caleb	Interpreter V/SC	45.00	07/01/16-06/30/17
Yuen, Alan	Tutor/IVC	11.00	09/22/16-06/30/17

B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. HUMAN RESOURCES COMPLIANCE SUPPORT SPECIALIST, Classified Bargaining Unit Salary Schedule Range 127, Office of Human Resources, 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 November 15, 2016. (Exhibit B, Attachment 1)
2. TITLE IX COMPLIANCE SUPPORT MANAGER, a classified manager, Academic and Classified Administrator and Manager Salary Schedule Range 9, Office of Human Resources, 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 November 15, 2016. (Exhibit B, Attachment 3)

³ Related to Abigail Woolard, Interpreter, Irvine Valley College.

C. RECLASSIFICATION

1. DISTRICT SERVICES seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a) and (b), Recruitment 53021.
 - a. **ELIMINATE** DIRECTOR OF HUMAN RESOURCES AND EMPLOYER-EMPLOYEE RELATIONS-EEO, DIVERSITY COMPLIANCE AND TRAINING, Pos. #4950, a classified manager, Office of Human Resources, Academic and Classified Administrator and Manager Salary Schedule Range 19, full-time, 40 hours per week, 12 months per year position from its staff complement, and **CREATE** DIRECTOR OF HUMAN RESOURCES, EMPLOYEE RELATIONS & COMPLIANCE, a classified manager, Office of Human Resources, Academic and Classified Administrator and Manager Salary Schedule Range 21, full-time, 40 hours per week, 12 months per year position to its staff complement, effective October 1, 2016. (Pos. #4950 was approved by the Board of Trustees on February 24, 2014) (Exhibit B, Attachment 2)
 - i. **PROMOTE** ESTER GRAHAM, ID #012196, from Director of Human Resources and Employer-Employee Relations-EEO, Diversity Compliance and Training, Pos. #4950, Office of Human Resources, Academic and Classified Administrator and Manager Salary Schedule Range 19, Step 8 at \$14,202.00 per month, 40 hours per week, 12 months per year; to Director of Human Resources, Employee Relations & Compliance, Office of Human Resources, Academic and Classified Administrator and Manager Salary Schedule Range 21, Step 8 at \$15,657.00 per month, 40 hours per week, 12 months per year effective October 1, 2016. (Reclassification cost variance in salary: \$1,455.00 per month)

D. AUTHORIZATION TO REVISE THE CLASSIFIED TEMPORARY NON-BARGAINING UNIT SALARY SCHEDULES

1. Approval is requested to increase the District's minimum wage from \$10.50 to \$11.50 per hour, and change title only from Firearms Trainer to AOJ Trainer; and eliminate Lead Interpreter on the Non-Bargaining Unit Salary Schedules for 2016-2017, effective December 15, 2016. (Exhibit C)

E. CHANGE OF STATUS

1. **CLASSIFIED EMPLOYMENT** (Information Items – Pursuant to Board Policy 4002.1)
 - a. ANDERSON, LAREE, ID #020643, Senior Accounting Specialist, Pos. #4074, Classified Bargaining Unit Salary Schedule Range 131, Step 2, 40 hours per week, 12 months per year, Office of Fiscal Services, District Services, is to be employed as Accounting Specialist, Pos. #10419, Classified Bargaining Unit Salary Schedule Range 127, Step 3, 40 hours per week, 12 months per year, Office of Fiscal Services, District Services, effective November 1, 2016, in accordance with Article 13.7 of the C.S.E.A. Contract. This is a new position approved by the Board of Trustees on October 24, 2016.

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).

<u>Name</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Arreola, Jose	Building Maintenance Worker	124/4	40	10/10/2016

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).

<u>Name</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Guajardo, Zachary	Administrative Assistant	121/3	40	10/17/2016
Hanson, Christian	Senior HVAC Technician	130/6	40	11/01/2016

3. DISTRICT SERVICES 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).

<u>Name</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Anselmo, Leilani	Human Resources Specialist	127/1	40	10/03/2016

G. LEAVE OF ABSENCE

1. SO, THY, ID #018722, Custodian, Pos. #5164, Classified Bargaining Unit Salary Schedule Range 113, Step 2, 29 hours per week, 12 months per year, Office of Physical Plant, Saddleback College, has been approved to take a general leave without pay, and without benefits, effective November 7, 2016 through November 23, 2016.

H. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. CREWS, DEAN, ID #021604, Senior Research and Planning Analyst, Pos. #4972, Office of Research, Planning and Accreditation, Saddleback College, resignation effective October 24, 2016. Payment is authorized for any compensated time off. (Start date: October 26, 2015)
2. SOLORIO, ANNETTE, ID #020327, Office Assistant, Pos. #6914, Office of Physical Plant, Irvine Valley College, conclusion of employment effective October 17, 2016. Payment is authorized for any compensated time off. (Start date: October 17, 2016)

I. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2016/2017 academic years.

Business Science, Online, and Extended Education, Irvine Valley College

Caramagno, Carol	Crawford, Karen	Lowery, Mark
Swanson, Bill	Wang, Katie	

Community Education, ATEP

Hernandez, Jennifer

Fine Arts, Irvine Valley College

Fevrier, Melody	Fletcher, Brandon	Kehoe, Kelly
Larsson, Denise	Loeffler, Aiden	Slater, Taylor

Fine Arts and Media Technology, Saddleback College

Eidt, Olivia	Eidt, Vanessa	Foster, Hugh
Kim, Young	McElroy, Robert	Rurup, Shannon

Guidance and Counseling, Irvine Valley College

Bocanegra, Gloria

Humanities and Languages & Learning Resources, Irvine Valley College

Bostwick, Richard	Niwa, Hiroko	Okada, Toko
Sahara, Ikuko	Sonoyama, Yoshie	

Kinesiology, Health, and Athletics, Irvine Valley College

Garey, Jason	Merritt, Andrew	Moscarello, Michele
Newkirk, Ailam		

Kinesiology, Health, and Athletics, Saddleback College

Brennan, Colt	Young, Rico
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Liberal Arts, Saddleback College

Gober, Lillian	Harwer, Olina
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Office of Student Services, Saddleback College

VanDahlen, Alina

ATTACHMENT 1

South Orange County Community College District

**HUMAN RESOURCES COMPLIANCE SUPPORT SPECIALIST – JC #, Classified Bargaining Unit
Salary Schedule 127**

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 the Director and other administrators as assigned, provides specialized administrative and clerical assistance in support of the Human Resources functions of employer/employee relations, equal employment opportunity, diversity compliance and training; performs duties with minimal supervision and direction, exercising initiative, judgment and discretion in receiving and providing highly sensitive and confidential information; provides information relative to assigned area of responsibility to students, faculty, staff, and the community; establishes and maintains files and records; monitors and ensures various timelines and deadlines are met; prepares reports and correspondence as directed.

DISTINGUISHING CHARACTERISTICS

This is a specialized administrative support classification that performs a wide variety of duties to facilitate the smooth functioning of the assigned office, including the follow up and investigation of Title IX complaints. Incumbents at this level typically receive instruction or assistance only as new or unusual situations arise, and must be fully aware of District policies and procedures and relevant laws and regulations pertaining to unlawful discrimination, sexual harassment, and other violations of rights. Information received and processed is typically highly sensitive and confidential, requiring the incumbent to exercise discretion in making sound decisions.

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. Provide assistance to assigned administrator(s) in organizing and coordinating departmental functions and activities; plan and organize work processes to ensure timely completion of office activities; develop schedules to ensure deadlines/timelines are met; keep supervisor and other departmental staff apprised of essential timelines.
2. Provide information and assistance to students, faculty, staff, and community members on District policy and procedures related to unlawful discrimination and harassment prevention; respond quickly and effectively to questions and complaints, using judgment in referring situation(s) appropriately; prepare and maintain detailed case records, ensuring all timelines are met.
3. Serve as liaison between the department and District staff, the Colleges, and the community by relaying messages, answering questions, clarifying information, responding to requests, resolving problems, explaining policies and procedures, and/or referring callers to the administrator or others as necessary.
4. Participate in planning and coordinating District wide training; prepare training materials from general and specific information; provide staff assistance during training activities as necessary.
5. Collect, research, compile, analyze, verify, summarize, record, and evaluate information; prepare required and ad hoc reports related to departmental activities; ensure mandated reports are submitted in a timely manner.
6. Compose correspondence and narrative reports independently; prepare preliminary responses to letters, general correspondence, and personal inquiries of a sensitive nature, grievances and complaints, for administrator's approval.

South Orange County Community College District
Page 2 - Human Resources Compliance Support Specialist

7. Utilize electronic technology to correspond with others and to maintain assigned calendars, schedules, and appointments; maintain and generate reports from a database or network system; coordinate and arrange meetings; coordinate activities with other divisions and departments; make travel arrangements for department staff; process conference reimbursement and other requests.
8. Provide technical assistance to users of the Human Resource Systems as requested; maintain records of assistance provided; identify training needs and communicate to supervisor.
9. Assure that Board agenda items and supporting documents are developed, prepared, and forwarded within District timelines and legal requirements and guidelines; assure the administrator receives timely notification of Board requests for information or action; assure that the Board receives information and notification of action taken as requested.
10. Provide staff support to standing and ad hoc committees and other groups as assigned; attend meetings and take notes or record proceedings; prepare and distribute agendas, background materials, and minutes as appropriate.
11. Establish and maintain a variety of complex, interrelated filing systems including confidential files.
12. May provide work direction to lower-level office staff and student workers as assigned; prioritize work assignments; review and validate completed work for accuracy.
13. Perform related duties as required.

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:

Operational characteristics, services, and activities of the department.

Pertinent federal, state, and local laws, codes, and regulations including applicable sections of Title IX, the State Education Code and other legal requirements related to area of assignment.

Work organization and office management principles and practices.

Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

Human Resource Systems at a level to provide user assistance.

Processes, procedures, and practices of budget preparation and administration.

Principles, practices, and procedures of business letter writing and report preparation.

Principles and procedures used in complex, inter-related record keeping.

Principles and practices used to establish and maintain files and information retrieval systems.

Principles, practices and procedures of complex fiscal, statistical, and administrative research and report preparation.

Principles and techniques used in handling highly sensitive situations.

Principles and practices of providing training, work direction, and guidance to lower-level office staff and student workers.

English usage, grammar, spelling, punctuation, and vocabulary.

Ability to:

Understand the organization and operation of the department as necessary to assume assigned responsibilities.

Understand, interpret, and apply administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances.

Perform responsible and difficult administrative duties involving the use of independent judgment and personal initiative.

South Orange County Community College District
Page 3 - Human Resources Compliance Support Specialist

Ability to:

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.

Use sound judgment in recognizing scope of authority.

Exercise good judgment and maintain confidentiality in maintaining critical and sensitive information, records, and reports.

Respond effectively and with discretion to requests and inquiries from students, faculty, staff, or the public.

Type or enter data at a speed necessary for successful job performance.

Participate in the preparation and administration of assigned budgets.

Prepare a variety of clear and concise administrative, financial and statistical reports.

Implement and maintain filing systems.

Independently compose and prepare correspondence and memoranda.

Plan and organize work to meet schedules and changing deadlines.

Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.

Adapt to changing technologies and learn functionality of new equipment and systems.

Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.

Work independently and effectively in the absence of supervision.

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.

Use correct English usage, grammar, spelling, punctuation, and vocabulary.

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 or specialized training in public administration, business administration, or a related field.

Experience:

Three years of increasingly responsible experience in an administrative support position, preferably in a law office or legal department, or other office that deals with highly regulated compliance issues.

LICENSE OR CERTIFICATE:

A valid California driver's license and proof of insurability may be required to drive a District or personal vehicle to attend meetings or pick up/deliver documents or other materials.

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.

South Orange County Community College District
Page 4 - Human Resources Compliance Support Specialist

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; to verbally communicate to exchange information; and to occasionally travel to other offices or locations to attend meetings or to pick up or deliver materials.

Vision:

See in the normal visual range with or without correction.

Hearing:

Hear in the normal audio range with or without correction.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Forsberg Consulting Services, August, 2016
Approved by the Board of Trustees,

ATTACHMENT 2

South Orange County Community College District

DIRECTOR OF HUMAN RESOURCES, EMPLOYEE RELATIONS & COMPLIANCE – JC #,
Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule
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DEFINITION

Plan, supervise, lead and direct compliance with federal, State, and local laws, Board policies and collective bargaining agreements in connection with all human resources functions; facilitate the District's Diversity and Equal Employment Opportunity Advisory Committee and administer the District's Equal Employment Opportunity Plan and diversity efforts; oversee and support performance management, leaves, discipline, reorganization, layoff, and grievance processes, including investigations, litigation and complaints filed with external administrative agencies; supervise and administer compliance, EEO, Title IX and training programs; play a key role in interpreting, maintaining and revising Human Resources Board policies, administrative regulations, and other applicable documents and records.

Lead the development and implementation of proactive equity, diversity and inclusion programs, services, operations and activities of HR/EER that support the District's strategic plan for a diverse and inclusive environment; engage faculty, staff and students to build a welcoming and inclusive culture throughout the District; assess potential barriers and develop strategies focused on recruiting and retaining a diverse workforce; design training programs on cultural competency, gender differences, disability, sexual harassment, and other topics designed to increase awareness and support of equity and inclusion values, and maintain compliance with applicable laws; direct the District's Workforce Analysis and lead and oversee compliance with Affirmative Action, Equal Employment Opportunity, the Americans with Disabilities Act, and other applicable legal requirements, including serving as the District's Title IX Coordinator.

Plan, develop, coordinate, design, organize, implement, direct, supervise, review, update and evaluate assigned HR/EER programs, services, operations and activities related to equity, diversity, inclusion, sexual harassment, staff development, training, performance evaluation, occupational health and safety, non-discrimination and discrimination prevention, according to legal requirements.

Assist in planning, developing, organizing, coordinating, implementing, overseeing and evaluating other assigned human resources programs, services, operations and activities of the District, such as recruitment and selection, employment, wage and salary administration, collective bargaining, employee and union contract management, ensure timely and accurate submission of required reports and documents; and provide complex staff assistance to the Vice Chancellor of Human Resources and Employer/Employee Relations and the Executive Director of Human Resources and Employer/Employee Relations.

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.

South Orange County Community College District
Page 2 - Director of Human Resources, Employee Relations & Compliance

DISTINGUISHING CHARACTERISTICS

This is a single-position classified management classification. The primary areas of accountability include legal compliance, advocacy and education. This position serves in a lead role in the Human Resources department, focused on the development and implementation of bias-free policies and procedures for all employees. The incumbent serves as the main contact for employees regarding compliance with diversity and equal employment opportunity requirements of federal, State, and local laws through effective internal and external communications, comprehensive employee training programs, and uniform policies of the District. The incumbent promotes stability and transparency by effectively maintaining and enforcing established District and Human Resources procedures, laws, regulations and best practices. The incumbent continuously monitors federal, State, and local laws for changes in compliance requirements and regularly provides diversity, equal employment opportunity and other relevant training to employees accordingly. The incumbent serves as advisor and resource person for management and staff in the areas of diversity, inclusion, equity and intake and investigation of concerns across the District and Colleges that pertain to discrimination or harassment.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative and technical direction from the Vice Chancellor of Human Resources and Employer/Employee Relations or designee of the Chancellor.

Exercises supervision over regular and contracted professional and technical staff and clerical support staff, including a Title IX Compliance Support Manager and Title IX Compliance Support Specialist, when assigned.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

1. Lead, handle, and resolve legal issues, including disciplinary actions, sexual harassment complaints, and implementation of grievance resolutions; and coordinate legal matters with District's legal counsel as directed.
2. Plan, develop, coordinate, design, organize, implement, direct, supervise, review, update and evaluate assigned HR/EER programs, services, operations and activities related to equity, diversity, inclusion, sexual harassment, staff development, training, performance evaluation, occupational health and safety, non-discrimination and discrimination prevention, according to legal requirements.
3. Develop, recommend, and implement District-wide policies regarding EEO, non-discrimination, sexual harassment prevention, Title IX compliance, and ADA; work in collaboration with various District departments and divisions to implement recommendations; keep leadership apprised as to the progress in meeting the District's commitment to enhancing inclusiveness and diversity.
4. Respond to alleged discrimination and sexual harassment complaints by investigating, analyzing and resolving complaints filed under the District's unlawful discrimination and harassment complaint policies and procedures; recommend appropriate corrective action to such complaints; prepare reports of findings, conclusions and recommendations for internal documentation or for outside federal and State agencies.
5. Prepare, respond to and represent the District in State and federal civil rights agencies investigations involving alleged discrimination; consult and collaborate with legal counsel on legal matters and judicial processes and/or proceedings, supplying technical information to support the District's interests.

South Orange County Community College District
Page 3 - Director of Human Resources, Employee Relations & Compliance

6. Serve as the primary resource to District hiring committees on EEO and other compliance matters; monitor hiring committee proceedings, personnel actions, and/or other employment processes, ensuring compliance with legal requirements and established policies; and advise and train selection committees on requirements of Title V and other applicable State and federal regulations and laws.
7. Develop and implement strategies to increase recruitment of qualified job applicants from underrepresented groups.
8. Research, analyze, and report on a variety of workforce data; perform adverse impact calculations and/or other analyses as they relate to established District employment processes.
9. Assist in planning, developing, organizing, coordinating, implementing, overseeing and evaluating other HR/EER programs, services, operations and activities, such as recruitment, selection, employment, wage and salary administration, collective bargaining and contract management.
10. Assist in the daily administration of HR/EER programs, such as recruitment and selection, employment, retention, contract negotiation and administration, legal compliance, worker's compensation, unpaid leaves, classification and compensation, according to District objectives, policies and procedures and other legal requirements.
11. Ensure timely and accurate submission of required reports and documents; and provide complex assistance to the Vice Chancellor of Human Resources and Employer/Employee Relations and the Executive Director of Human Resources and Employer/Employee Relations.
12. Resolve and/or assist with legal compliance issues related to equity, diversity, inclusion, labor relations and other areas of HR/EER; prepare and propose District case positions/responses regarding discipline or grievance issues; interact directly with attorneys and law firms; receive and respond to complaints and grievances from employees, students and the public regarding discrimination, sexual harassment, employment contract violations and other equity, diversity and inclusion issues; conduct research, investigations and grievance session to determine resolutions in accordance with State and federal laws, District policies, practices and procedures and applicable collective bargaining agreements; recommend appropriate corrective action and counsel employees as appropriate.
13. Interpret, apply and explain laws, rules, regulations, policies and practices related to human resources administration, equal employment opportunities and collective bargaining; counsel District administrators, managers, supervisory personnel and others on the relevance of State and federal human resources laws affecting assigned functional areas; and counsel administrators, manager and supervisors on matters concerning job performance issues and complaints.
14. Administer ADA and EEO programs, including the ADA interactive process, services, policies and procedures in compliance with District, State and federal regulations; assist in the formulation and development of other human resources programs, goals and objectives and new or revised policies and procedures; develop and maintain diverse recruitment pools, work in conjunction with District administrators, managers, and supervisors to resolve employee performance issues and that require fitness for duty exams.

South Orange County Community College District
Page 4 - Director of Human Resources, Employee Relations & Compliance

15. Develop, implement, update, monitor and evaluate the South Orange Community College District Equal Employment Opportunity Plan (Plan) for equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et seq.) and the steps the district takes in the event of underrepresentation of monitored groups; conduct an ongoing analysis of the demographic makeup of the district's workforce population, the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; establishment of an EEO Advisory Committee; methods to support equal employment opportunity; and procedures for dissemination of the Plan.
16. Oversee the District's Title IX compliance program; serve as the Section 504/ADA Officer for employees; provide guidance, training and resolution of issues; and coordinate with multiple units to address matters.
17. Provide professional advice and guidance to employees regarding rights, classification, leaves and privileges in areas of assigned responsibilities; and conduct interactive processes and coordinate fitness for duty examinations.
18. Develop, maintain and implement the District's Equal Employment Opportunity Plan in consultation with the Equal Employment Opportunity Advisory Committee ("EEOAC"), administration, faculty, staff, and employee organizations.
19. Coordinate the District's Diversity and EEOAC, including agendas, minutes and support materials; participate in the District's Diversity and EEOAC as required; maintain the District's Diversity fund records and reports; and submit required reports to the State Chancellor's office.
20. Serve as a member of the District's EEO Advisory Committee; and serve on various committees and taskforces to ensure that program and plan development includes EEO and diversity awareness.
21. Ensure the preparation and provision of materials for hiring/screening committees, in connection with EEO requirements; coordinate selection and assignment of employees for hiring/screening EEO members; and provide training for EEO hiring/screening committee members; develop and provide initial and on-going training to District staff and all District sites regarding EEO, student and staff diversity, ADA and harassment prevention; and participate in staff and student orientation activities; work closely with the Vice Chancellor of HR and EER and the Executive Director of HR and EER on recruitment, selection, job classification, compensation, personnel action, labor relations, and other areas of responsibility to ensure compliance with federal, State, and local laws, Board policies, collective bargaining agreements and the District's Equal Employment Opportunity Plan.
22. Attend and participate in professional group meetings; maintain awareness of new trends and developments in the field of equal employment opportunity policies and procedures; and incorporate new developments as appropriate.
23. Manage the development and implementation of departmental goals, objectives, and priorities for each assigned service area; and recommend and administer policies and procedures.
24. Receive, investigate and prepare detailed investigative reports and implement procedures to respond to internal and external complaints or allegations regarding unlawful discrimination, harassment, and/or retaliation, including complaints from students.

South Orange County Community College District
Page 5 - Director of Human Resources, Employee Relations & Compliance

25. Respond to federal and State agencies in connection with complaints of unlawful discrimination, harassment or retaliation.
26. Serve as liaison for the District to various agencies and governmental units; respond to inquiries and provide confidential data and analysis as required; assist in internal and external auditing processes by providing confidential data and reports; and respond to questions and retrieve documents as required.
27. Prepare reports for internal use and for external federal and State agencies; prepare statements, findings, conclusions and recommendations and, depending on the nature of the report, provide background information for use by external investigators or legal counsel.
28. Oversee performance management and annual performance evaluations of all District employees; coordinate, work with and assist supervisors in improving below standard work performance of assigned employees, evaluating and documenting progressive discipline issues and recommending employee discipline, including terminations, as necessary.
29. Assist in the development and implementation of evaluation processes and provide training and support in evaluation processes.
30. Coordinate discipline processes, ensuring that forms are complete and comply with law, Board policies, administrative procedures, and collective bargaining agreement provisions.
31. Lead, supervise, train and evaluate assigned personnel; apply the terms and provisions of applicable collective bargaining agreements, State and federal laws and Board policies and administrative procedures.
32. Develop, interpret, revise and implement Human Resources Board policies and procedures, including, but not limited to, leaves, discrimination, harassment, diversity, Title IX compliance, disabled populations and/or Vietnam-era veterans; provide comprehensive training for screening committees and other staff regarding laws, regulations, policies and procedures for equal employment opportunity, diversity, unlawful discrimination, sexual harassment and other areas as directed.
33. Provide leadership and participate in other staff development activities, District and Human Resources initiatives and administrative processes and procedures, including, but not limited to, training and staff development, labor relations, grievances and/or complaints, development of policies, procedures, job descriptions, and other Human Resources functions, as assigned by the Vice Chancellor of HR/EER.
34. Participate in labor negotiations and assist with the preparation and administration of collective bargaining agreements.
35. Coordinate, assist and participate in the development, preparation and maintenance of Human Resources information for employee documents and other records.
36. Participate with the management team to facilitate efforts in organizational planning, especially in the area of human resources and staff planning, development of organizational structures and work processes and procedures that facilitate attainment of established program goals and objectives; 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.

South Orange County Community College District
Page 6 - Director of Human Resources, Employee Relations & Compliance

37. 37. Provide resources and information to the Vice Chancellor of HR/EER, the Executive Director of HR/EER, other District administrators, managers, employees, students and members of the public regarding assigned human resources and employer-employee relations functions, professional development and other matters; work closely with risk management, benefits and payroll departments, the colleges and other departments to meet their requirements and needs.
38. Develop and provide written and oral reports and presentations to employees and/or the public at various meetings; conduct workshops to provide specialized information regarding assigned HR/EER programs and services; ensure the development and dissemination of information related to new or revised automated systems, requirement or regulations affecting HR/EER services; identify, communicate and make recommendations regarding trends and best practices in HR/EER.
39. Represent the District as needed regarding assigned areas of HR/EER; chair or serve on committees, task forces and other work groups as needed or assigned; provide technical expertise concerning assigned areas of HR/EER and performance management.
40. Represent the District in court, at hearings and on related administrative, personnel and other committee and commissions, as appropriate.
41. Develop, coordinate and oversee the recruitment and selection of personnel as assigned; develop, recommend and implement recruitment strategies and efforts directed toward ethnic minorities, women and other under-represented groups; approve interview questions, exercises and processes for hiring committees; communicate with hiring committees during the hiring process; and conduct committee orientations.
42. Participate in recommending candidates for employment; oversee the processing, completion and recording of all HR/EER transactions; and ensure that all personnel records related to assigned functions are maintained according to established procedures.
43. Design, plan, implement and oversee the daily administration of district-wide employer/employee relations, staff development and training programs, policies and procedures, according to District objectives, policies and procedures and other legal requirements; investigate employer/employee relations problems and resolve or develop, recommend and initiate appropriate steps for resolution
44. Maintain good communication and a positive relationship with employees to promote employee satisfaction; counsel employees regarding personnel matters; receive and respond to complaints and grievances from employees and students regarding discrimination, sexual harassment, employment contract violations and other issues; conduct research, investigations and grievance sessions to determine resolutions according to District policies, practices, procedures and applicable collective bargaining agreements; and recommend appropriate corrective action.
45. Develop, organize, coordinate, implement, monitor, track and evaluate a District-wide occupational health and safety program and ensure related employee training; analyze records of work-related injuries and diseases and work to reduce risks; implement human resources component of workplace security program.

South Orange County Community College District
Page 7 - Director of Human Resources, Employee Relations & Compliance

46. 46. Perform studies of the duties, computer systems/software programs and equipment assigned to District employees and use results to develop, implement or acquire appropriate in-service training; schedule, monitor and track assigned employee training and ensure completion as required; maintain related records and prepare reports as needed.
47. Research, design, develop and implement new training techniques and enhancements to existing training programs; develop curriculum, methods and materials for staff training, such as lectures, ideas for group discussions, demonstrations or workshops or contract same with outside professionals or vendors.
48. Contract with and maintain relationships with vendors to ensure employee participation in outside training programs as authorized; evaluate training delivery, measure results and implement training program changes as needed.
49. Design, develop, organize, coordinate, implement, monitor, track and evaluate a District-wide occupational health and safety program and ensure related employee training; analyze records of work-related injuries and diseases and work to reduce risks; implement human resources component of workplace security program; assure compliance with the District's Injury and Illness prevention program.
50. Develop, prepare, generate and analyze a variety of reports related to employee personnel information and data, such as benefit costs, staffing levels/deployment, absenteeism, worker's compensation, FMLA/CFRA leaves, recruitment, applicant tracking, AA/EEO and compensation.
51. Serve as a member of District negotiating teams for collective bargaining as assigned; assist in serving as liaison and working cooperatively with bargaining unit representatives as assigned; and assist in managing negotiated agreements as assigned.
52. Ensure that the supervisor of record evaluates the performance of each District employee annually and that eligible employees receive appropriate salary step increases, cost of living adjustments or other salary schedule changes; coordinate, work with and assist supervisors in improving below standard work performance of assigned employees, evaluating and documenting progressive discipline issues and recommending employee terminations as necessary.
53. Coordinate and administer annual employee recognition and award programs, such as "Outstanding Classified Employee of the Year."
54. Communicate with other human resources personnel, District and College administrators and support personnel, representatives of State and federal agencies, educational institutions, social service organizations, counselors and others to coordinate programs and activities; represent the District, as assigned, regarding assigned areas of human resources; chair or serve on committees, task forces and other work groups; provide technical expertise concerning employee relations, staff development and training.
55. Review and certify the accuracy of data concerning employee relations, staff development, training, recruitment and other assigned programs; conduct research and direct the timely and accurate compilation, preparation and submittal of a variety of statistical and narrative reports, annual reports, proposals, recommendations, correspondence and other materials, as required or requested by the Board of Trustees, District administrators, the State or federal government or other agencies.

South Orange County Community College District
Page 8 - Director of Human Resources, Employee Relations & Compliance

56. Participate in the timely preparation and submission of Board agenda items related to human resources; direct the preparation and distribution of other human resources information, such as recruitment flyers and updated lists of faculty and administrators for both college catalogs.
57. Review and recommend new, revised or updated District policies ensuring legal compliance; interpret, apply and explain District policies, procedures and State and federal legal requirements relating to human resources, including those involving equity and diversity, non-discrimination employment and sexual harassment.
58. Assist in developing and implementing personnel procedures to promote equal and fair employment practices; inform human resources staff and District and college management personnel of any substantive and/or relevant changes or additions in legal requirements or District policies and procedures.
59. Train, guide, supervise, support and evaluate the performance of assigned classified staff in keeping with the policies of the Board of Trustees and administrative procedures; participate in the selection of assigned staff and temporary professional staff in accordance with District policies and legal requirements; establish and monitor work timelines; prioritize, assign, schedule and review work; evaluate work products and results; recommend transfers, reassignment, termination and disciplinary action of assigned personnel; motivate staff and resolve conflicts within the group.
60. Prepare, administer and monitor assigned budgets; prepare budget recommendations and justifications for staff, equipment, materials and supplies; approve the forecast of funds needed for staffing, equipment, materials and supplies; approve expenditures and implement budgetary adjustments, as appropriate and necessary and in accordance with District policies and applicable regulations.
61. Assure compliance with the District's Injury and Illness prevention program.
62. Stay abreast of new or modified employee relations programs or training methods and determine relevancy to District employees.
63. 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:

A Bachelor's degree from an accredited college or university with major course work in human resources management, business or public administration or related field, including or supplemented by training in public sector collective bargaining. A Master's degree with emphasis in human resources, public or business administration, psychology, industrial organizational psychology, industrial relations is desirable.

South Orange County Community College District
Page 9 - Director of Human Resources, Employee Relations & Compliance

Experience:

At least four years of increasingly responsible professional human resources management experience, performing work involving employee relations, staff development, training, collective bargaining, contract administration and investigation and resolution of discrimination and harassment complaints, in a public education setting, including at least one year in a supervisory capacity. Related experience in a public higher education environment at the community college level is preferred. Related experience with EEO, compliance issues, and Title IX is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Knowledge of:

Applicable State and federal laws, codes, regulations and procedures, including Equal Employment Opportunity (EEO).

Basic math skills to prepare budgets and perform statistical analysis.

Budget preparation and control.

Computer systems and software applications related to human resources and employer/employee relations programs.

Interpersonal skills including tact, patience and diplomacy.

Job analysis and evaluation methodologies.

Labor relations in higher education or public service.

Modern office practices, procedures, methods, and equipment.

Negotiation techniques and public sector collective bargaining processes.

Oral and written language skills to prepare and deliver reports and professional correspondence.

Organizational problem solving.

Pertinent federal and State laws and regulations.

Philosophy and objective of the community college district.

Principles and practices in higher education recruitment and employment.

Principles and practices of training, supervision and performance evaluation.

Principles, trends, practices, programs, procedures, methods and techniques of human resources management in the public sector.

Professional business letter composition and report preparation.

Progressive discipline procedures and documentation.

Public employment programs, including employee relations, staff development, training, performance appraisal, self-funded employee benefits, worker's compensation, occupational health and safety, and records management.

Record keeping techniques and programs.

Theories, principles, practices, and procedures associated with human resources management in higher education or related public service.

Title VII and Title IX and Americans with Disabilities Act (ADA) requirements.

Ability to:

Advocate for shared governance, collegiality, staff cohesiveness and the core values of the institution.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assign, schedule and review work of others.

Collect, compile and analyze data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.

South Orange County Community College District
Page 10 - Director of Human Resources, Employee Relations & Compliance

Ability to:

Communicate with others on confidential and sensitive issues
Deliver presentations to convey technical information to a wide variety of audiences.
Demonstrate expertise in employee relations, staff development and training concepts, practices and procedures.
Develop and administer assigned budget.
Develop and administer policies and procedures for areas of assignment in human resources.
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.
Exercise initiative and work independently with minimum direction.
Facilitate small group processes.
Guide and direct others in goal achievement.
Learn, interpret, apply and explain applicable local, State and federal laws and regulations.
Learn, interpret, apply and explain District organization, operations, policies and objectives.
Maintain records and prepare reports.
Make effective public presentations.
Meet the needs of individuals from diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.
Modify, change and implement new methods in assigned area of responsibility as appropriate.
Negotiate collective bargaining agreements.
Objectively and effectively investigate complaints of alleged unlawful discrimination, sexual harassment, and other violations of rights relative to assigned program areas, prepare reports, and make findings and recommendations related to law and legal precedence
Operate computer and applications software, including database management, spreadsheet, word processing and software related to human resources.
Operate modern office equipment such as computer, printer, copier and facsimile machine.
Perform duties in a fair-minded, ethical, and honest manner.
Plan and organize work.
Plan, design, develop, organize, coordinate, direct and evaluate assigned employee relations and staff development functions, programs, services, operations and activities, including training, occupational health and safety, grievance and disciplinary procedures, and performance appraisal.
Prepare and present oral and written reports and recommendations.
Receive and respond to complaints of discrimination and working with public agencies.
Relate effectively to people of varied academic, cultural and socio-economic 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.
Work confidentially with discretion.
Work cooperatively and productively with internal and external constituencies.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here represent 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.

South Orange County Community College District
Page 11 - Director of Human Resources, Employee Relations & Compliance

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 others, frequent interruptions, noise from talking or office equipment and demanding legal timelines. At least minimal environmental controls to assure health and comfort. Must be able to adapt to changing situations and demanding timelines.

Physical Demands

Incumbents regularly sit for long periods, 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 the 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, September 11, 2016
Approved by the Board of Trustees,

ATTACHMENT 3

South Orange County Community College District

TITLE IX COMPLIANCE SUPPORT MANAGER – JC #, Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule 09

To serve as an independent neutral party to oversee and deliver a District-wide program, in collaboration with other District stakeholders, to prevent, reduce, and remediate all forms of sex and gender discrimination including harassment, retaliation, sexual violence, intimate partner and relationship violence, gender and sex based bullying, dating violence, and stalking; ensure the District's compliance with Title IX of the Education Amendments of the 1972 Civil Rights Act (Title IX) and the California Education Code (Ed. Code) and other related laws, guidance and regulations, as well as District policies.

To coordinate related activities to the Violence Against Women Act Reauthorization of 2012 (VAWA), Campus Sexual Violence Elimination (SaVE) Act, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic (Clery) Act; support the District's commitment to an open, diverse, and inclusive learning and working environment by conducting assessments of the effectiveness of District's policies and procedures, including the overall efficacy of coordination and overall response by the District to sexual and gender-based discrimination and harassment.

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.

DISTINGUISHING CHARACTERISTICS

The Title IX Compliance Support Manager is a classified management position in the Human Resources & Employer-Employee Relations department,

SUPERVISION RECEIVED AND EXERCISED

Receives administrative and technical direction from the Director of Human Resources, Employee Relations & Compliance or Chancellor's designee.

Exercises supervision over technical and clerical personnel, as assigned, including the Human Resources Compliance Support Specialist.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

1. Serve as the District's independent and neutral compliance officer on Title IX, VAWA and related legal requirements and compliance issues, including disciplinary actions, gender-based violence, sexual harassment complaints and implementation of grievance resolutions; provide consultation to senior leadership as needed; and coordinate legal matters with District's legal counsel as directed.
2. Manage and coordinate external regulatory or legal inquiries into sexual discrimination, harassment and misconduct issues; work with appropriate District offices to coordinate any remediation efforts; and respond to federal and State agencies in connection with complaints of unlawful discrimination, harassment, or retaliation.

South Orange County Community College District
Page 2 - Title IX Compliance Support Manager

3. Collaborate with the District's police department and other District personnel, to ensure compliance with requirements under the Clery Act and VAWA; provide training and technical assistance on District policies and procedures related to sexual discrimination, harassment and misconduct, including developing programs to ensure all members of the District community, including staff and students, are aware of their rights and obligations, including collaborating with the Office of Vice President for Student Services at both colleges and other District departments, as needed, to ensure a prompt response and investigation of complaints and to ensure that students are aware of their options and resources with respect to reporting and filing complaints; train and provide work direction to campus deputy Title IX coordinators.
4. Work closely with different members of the District community, including administrators, counselors, athletic directors, non-professional counselors or advocates, and legal counsel, in order to ensure compliance, conduct training, prevention and education efforts.
5. Receive and process complaints and grievances from employees, students and third parties regarding discrimination, sexual harassment, employment contract violations and misconduct; monitor and manage Title IX incidents to ensure an efficient, effective and timely response to complaints; process inquiries and discrimination complaints from the colleges and third parties in a timely manner; provide a fair and neutral process for all parties, provide professional advice and counseling to employees regarding rights and privileges in areas of assigned responsibilities; and refer faculty, staff, and students to resources for supplementary support during an investigation; monitor outcomes, identifying and addressing any patterns, and assessing effects of sexual discrimination, harassment and misconduct on the campus climate.
6. Make recommendations and coordinate appropriate interim and remedial measures.
7. Recommend modifications to District policies and procedures as needed; recommend changes in related policies, procedures and best practices, based on identified patterns and trends.
8. Recommend changes in related policies, procedures and best practices, based on identified patterns and trends.
9. Develop investigation plans for each complaint; obtain, review and analyze relevant facts and documents related to reported incidents and determine a resolution or assess whether a further review or investigation is necessary to ensure the safety of the impacted student and the community; prepare recommendations for appropriate corrective action and issue factual findings and recommendations, as necessary; participate in the timely preparation and submission of Board agenda items related to area of assignment.
10. Conduct investigations or work with third party neutral fact finders to conduct investigations; conduct research, investigations and/or grievance session according to federal and State laws, District policies, practices and procedures and applicable collective bargaining agreements to attempt to resolve alleged discrimination; notify and interview complainants, respondents, and witnesses; interpret, apply and explain relevant laws, rules, regulations, policies and practices as appropriate; review and certify the accuracy of information and data related to area of assignment; conduct interactive processes and fitness for duty examinations as part of the investigative process; and advocate for improvements in the investigatory process as needed.

South Orange County Community College District
Page 3 - Title IX Compliance Support Manager

11. Effectively investigating or overseeing and coordinating investigations of allegations and complaints of alleged sexual discrimination, harassment and misconduct; preparing reports and making findings and recommendations; ensuring investigations are timely, impartial and thorough.
12. Manage the day-to-day legal issues and tasks associated with the District's Title IX compliance obligations; develop and implement a case management plan for each reported Title IX incident; develop and implement a case management database to organize, manage and track sexual discrimination, harassment and misconduct incidents
13. Coordinate, or work with others to coordinate, the collection and analysis of relevant information obtained from climate surveys.
14. Prepare an annual statistical report on the number, nature and disposition of complaints.
15. Provide background information for use by external investigators or legal counsel.
16. Prepare and propose District case positions/responses regarding discrimination issues.
17. Interact directly with attorneys and law firms.
18. Prepare written comprehensive reports of investigation, statements, findings of facts, conclusions, and recommendations; and respond to federal and State agencies in connection with complaints of unlawful discrimination, harassment, or retaliation.
19. Counsel and train District administrators, managers, supervisory personnel and other employees on the relevance of federal and State human resources laws affecting Title IX, and on legal compliance matters, issues and complaints; assist and counsel them in the resolution of problems, issues, grievances and other matters related to area of assignment.
20. Plan, develop, coordinate, implement, manage, review and evaluate legal compliance programs related to equity and diversity, non-discrimination, sexual harassment and discrimination prevention, according to District objectives, policies and procedures and other legal compliance requirements related to Title IX, VAWA, Title 5, and other applicable laws, codes and regulations.
21. Develop, coordinate and deliver, or ensure the delivery of, relevant student, employee, supervisor, volunteer, vendor, and other training and orientation.
22. Provide recommendations for training and outreach programs as well as changes to policies and procedures based on findings.
23. Conduct research and compile, prepare and submit a variety of report, documentation, proposals, recommendations, correspondence and other materials, as required for internal use and for external federal and state agencies; ensure the development and dissemination of information related to new or revised automated systems, requirements or regulations affecting area of assignment.

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24. Maintain good communication and a positive relationship with other District employees to promote employee satisfaction; communicate effectively with other human resources personnel, District and College administrators and support personnel, representatives of State and federal agencies, educational institutions, social service organizations, counselors and others to coordinate programs and activities and conduct investigations and other work.
25. Represent the District while attending conferences and when communicating with federal and State compliance or investigation officers; chair or serve on committees, task forces and other work groups; and conduct workshops, as needed or as requested, to provide new, updated or specialized information regarding area of assignment; provide technical expertise concerning assigned area of legal compliance.
26. Represent the District in court, at hearings, and on related administrative, personnel, and other committee and commissions, as directed.
27. Represent the District, as needed, regarding assigned area of human resources; chair or serve on committees, task forces and other work groups.
28. Develop, maintain, implement, manage, review and evaluate the District's overall Title IX Compliance Plan, Policy and related procedures, protocols and practices, in consultation with assigned supervisor; implement procedures and organize and maintain files, disposition reports and other records regarding Title IX cases.
29. Manage and coordinate discipline processes and ensure compliance with law, Board policies, administrative procedures, and collective bargaining agreement provisions;
30. Stay abreast of issues, changes or updates related to Title IX and VAWA legal compliance, trends, investigations, regulations and statutes.
31. Review proposed, new, revised or updated District Board policies and procedures for compliance with Title IX, including those involving equity and diversity, non-discrimination employment and sexual harassment; ensure that policy changes are properly communicated throughout the District, providing recommendations and/or instructions to departments to ensure regulatory compliance and adherence to District policies and requirements.
32. Understand and ensure compliance with State and federal law, Board policies, administrative procedures and collective bargaining agreement provisions.
33. Monitor, evaluate, and understand all relevant and current federal, State and local laws, court decisions, administrative guidance, or other sources for updates and changes to compliance requirements.
34. 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:

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Education:

Bachelor's Degree from an accredited college or university with major course work in human resources, law, business or public administration, social work, psychology, forensic psychology, higher education administration or related field is required. A Master's Degree with emphasis in human resources, law, business or public administration, social work, psychology, forensic psychology, higher education administration or related field is desirable.

Experience:

At least three years of increasingly responsible professional legal compliance work, involving the investigation and resolution of discrimination and harassment complaints. Victim advocacy training and experience is desirable.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Knowledge of:

Computer systems and software applications related to human resources and employer/employee relations programs.

Effective project management, organization and analytical skills.

Excellent attention to detail, strong problem-solving skills.

Interpersonal skills including tact, patience, and diplomacy.

Modern office practices, procedures, methods, and equipment.

Oral and written communication skills.

Presentation and facilitation skills, with an emphasis on education and training for a variety of constituencies.

Professional business letter composition and report preparation.

Progressive discipline procedures and documentation.

Public sector collective bargaining processes.

Rules and techniques for maintaining legal records.

Title IX, VAWA, Clery Act, SaVE Act, Ed Code, Title 5, and other applicable laws, codes, and regulations and their best practices.

Ability to:

Administer established policies and procedures for assigned areas of human resources.

Analyze problems, identify alternative solutions, project consequences of proposed actions, exercise sound judgment and prepare recommendations in support of goals.

Build relationships and establish collaborative partnerships across the District and peer institutions.

Collect, compile, and analyze a variety of data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.

Coordinate with multiple persons to address matters involved in investigations, including providing background information for use by external investigators or legal counsel.

Demonstrate commitment to diversity and inclusivity.

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.

Exercise initiative and work independently with minimum direction.

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Ability to:

Guide, advise, and support the training and learning processes to ensure District compliance.
Interpret, apply and explain applicable local, state and federal laws and regulations, including Title IX, VAWA, Clery Act, SaVE Act, Ed Code, and Title 5.
Learn, interpret, apply, and explain District organization, operations, policies, and objectives.
Maintain a variety of records and reports involving legal case files.
Maintain professional qualifications through on-going training and professional development.
Manage multiple, on-going and complex caseload of Title IX related incidents and complaints.
Operate computer and applications software, including database management, spreadsheet, word processing and software related to human resources.
Operate modern office equipment, such as computer, printer and copier.
Plan, schedule, organize and perform work according to established legal timelines.
Prepare and present effective, complete and accurate oral and written reports and recommendations.
Relate effectively to people of varied academic, cultural and socio-economic background using tact, diplomacy and courtesy.
Remain a neutral party when performing work.
Serve as an advocate to victims as needed.
Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.
Work with a wide range of constituencies, such as administrators, faculty, staff, students, and parents, using diplomacy and tact.
Work with discretion when dealing with confidential and sensitive information.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here represent 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 constant contact with others, frequent interruptions, noise from talking or office equipment and adherence to strict legal timelines. At least minimal environmental controls to assure health and comfort. Must be able to adapt to changing situations and demanding timelines.

Physical Demands

Incumbents regularly sit for long periods, walk short distances on a regular basis, travel to various locations to attend meetings/workshops and conduct investigations, 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 the 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 Associate September 4, 2016
Approved by the Board of Trustees,

November 14, 2016

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NON-BARGAINING UNIT SALARY SCHEDULES
2016 - 2017 (eff. 12/15/16)**

**NON-BARGAINING UNIT, TEMPORARY, SHORT TERM HOURLY SALARY
SCHEDULE***

*Non-Bargaining Unit, Temporary, Short Term, Hourly employees may not exceed (in any combination of assignments) a maximum of **160 days** in any fiscal year. Education Code 88003 states that "Short-term employee," as used in this section, means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Any number of hours per day constitutes a day worked. The Department/Division is responsible for tracking the amount of days. All ranges are based on skill level/departamental budget, not longevity.

<u>Range</u>	<u>Level of Service</u>	<u>Hourly Rate</u>
Range 005	Entry.....	11.50
Range 006	12.00
Range 007	12.50
Range 008	13.00
Range 009	13.50
Range 010	Intermediate	14.00
Range 011	14.50
Range 012	15.00
Range 013	15.50
Range 014	16.00
Range 015	16.50
Range 016	17.00
Range 017	17.50
Range 018	18.00
Range 019	18.50
Range 020	19.00
Range 021	19.50
Range 022	Skilled	20.00
Range 023	21.00
Range 024	22.00
Range 025	23.00
Range 026	24.00

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Ranges 027+ require HR approval prior to use, unless otherwise noted.

Range 027	Advanced	25.00
Range 028	.....	27.50
Range 029	.....	30.00
Range 030	.....	32.50
Range 031	.....	35.00
Range 032	.....	37.50
Range 033	.....	40.00
Range 034	.....	42.50
Range 035	.....	45.00
Range 036	.....	47.50
Range 037	.....	50.00
Range 038	.....	52.50
Range 039	.....	55.00
Range 040	.....	57.50
Range 041	.....	60.00
Range 042	.....	62.50
Range 043	.....	65.00
Range 044	.....	67.50
Range 045	.....	70.00
Range 046	.....	72.50
Range 047	.....	75.00
Range 048	.....	77.50
Range 049	.....	80.00
Range 050	.....	82.50
Range 051	.....	85.00
Range 052	.....	87.50
Range 053	.....	90.00
Range 054	.....	92.50
Range 055	.....	95.00
Range 056	97.50
Range 057	100.00

South Orange County Community College District
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SHORT-TERM NBU: (Live Scans required if non-student)

Adapted Kinesiology Aide	Ranges 005-022
AOJ Trainer (Former Firearms Trainer)	Ranges 037-049
Campus Security Officer (Short-Term)	Ranges 005-037
Certified Test Proctors	Ranges 005-022
Child Development Center Aide	Ranges 005-022 (Depending on ECE units, Permit)
Clerk -- Short Term	Ranges 005-022 (A&R /Comm. Ed./Fiscal Office use only)
Coaching Aide	Ranges 005-029
DSPS Proctor	Ranges 005-022
Matriculation Proctor	Ranges 005-022
Outreach Aide	Ranges 005-022
Project Specialist	Ranges 005-057 (023+ require HR approval)
Theatre, Music, Dance Aide	Ranges 005-057 (023+ require HR approval)

STUDENT POSITIONS: (BP 4215 & EC88003)

Student Help	Ranges 005-022 (Limited to 20 hours per week) (Fall, Spring – 12 units; Summer - 6 units)
Work-Study	Ranges 005-022 (Federal, CalWorks, EOPS)

EC88003 and BP/AR 4215: Full-time students employed part time, and part-time students employed part time in any college work-study program, or in a work experience education program conducted by a community college district and which is financed by state or federal funds, shall not be a part of the classified service. Student help employees with 12 or more units are exempt from paying Social Security, Medicare and unemployment taxes. Student help employees may only work 20 hours or less per week (excludes summer). Human resources must be notified immediately, and the employee's assignment ended if the employee falls below the minimum required units. Employment of either full-time or part-time students in any college work-study program, or in a work experience education program shall not result in the displacement of classified personnel or impair existing contracts for services.

South Orange County Community College District
Page 4 – NBU Salary Schedules, 2016-2017

PROFESSIONAL EXPERTS: (Live Scan required)

Captionists	Ranges 022-037
Clinical Skills Specialists (Health Sci.)	Ranges 012-037
Interpreters (Sign Language)	Ranges 022-037(Experience/Certification based)
Medical Professional	Ranges 029-057
Models (Art)	Ranges 024-047
Tutors	Ranges 005-037 (AA degree/ equiv. knowledge/experience required)
Workforce Trainer	Ranges 037-057

COMMUNITY EDUCATION EXPERTS: (Live Scan Required)

Aquatics Aide	Ranges 005-022
Recreation Aide	Ranges 005-022
Recreation Leader	Ranges 005-029
Sr. Lifeguard	Ranges 005-022
Community Ed. Presenter	Ranges 005-057
Contract Education Presenter	(Salary Specified in Community Education Service Agreement)

EC 88003: Part-time playground positions, apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment, shall not be a part of the classified service.

Approved by the Board of Trustee:

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Sabbatical Leave Rescindment
ACTION: Approval

BACKGROUND

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section H, of the Academic Employee Master Agreement.

On January 25, 2016, the Board of Trustees approved the sabbatical projects of 21 faculty members for the 2016-2017 academic year, including Brooke Choo, Learning Assistance Instructor/Coordinator, School of Languages and Resources at Irvine Valley College for the Fall 2017 semester.

STATUS

Dr. Choo was recently appointed to serve as Interim Dean, Liberal Arts at Irvine Valley College. For this reason, Dr. Choo requests that approval of her sabbatical leave for the Fall 2017 semester be rescinded.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees rescind approval of sabbatical leave for Dr. Brooke for the Fall 2017 semester.

Item Submitted by: *David P. Bugay, Ph.D., Vice Chancellor, Human Resources & Employer/Employee Relations*

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Resolution No.16-31: Retirement Incentive Program & Public Agency Retirement Services (PARS) Agreement

ACTION: Approval

BACKGROUND

The District is considering a supplementary retirement plan for eligible academic faculty, administrators, managers, and classified staff for the 2016-2017 and 2017-2018 academic years, to be administered by the Public Agency Retirement Services (PARS). The retirement incentive program supplements STRS/PERS, and qualifies under relevant sections of Section 403(b) of the Internal Revenue Code.

STATUS

Upon approval of the Resolution and PARS Agreement, employees eligible to participate in the retirement incentive will be notified of eligibility and receive information and accompanying enrollment materials. Orientation meetings and workshops will be held at Saddleback College and Irvine Valley College. Enrollment deadlines will be established and upon these deadlines the District will determine whether the participation is sufficient to meet the District's fiscal and operational objectives. This determination will be made by the District on or before April 28, 2016.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-31 PARS Supplementary Retirement Plan (SRP) (Exhibit A); and approve the agreement for administrative services (Exhibit B) with Phase II Systems, doing business as Public Agency Retirement Services (PARS).

**BOARD RESOLUTION # 16-31
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ORANGE COUNTY, CALIFORNIA**

WHEREAS it is determined to be in the best fiscal interest of the South Orange County Community College District and its employees to provide a retirement incentive offer to eligible employees who wish to voluntarily exercise their option to separate from District Service;

WHEREAS there is no cash option available to employees in lieu of this retirement incentive offer;

WHEREAS Public Agency Retirement Services (PARS) has made available to the District a Supplementary Retirement Plan, a retirement incentive program supplementing STRS/PERS, and qualifying under the relevant sections of Section 403(b) of the Internal Revenue Code;

WHEREAS the District, pursuant to applicable policy and/or a collective bargaining agreement, desires to adopt the Supplementary Retirement Plan and to fund the incentive through nonelective employer, post-employment contributions to the PARS designated 403(b) provider.

NOW THEREFORE, BE IT RESOLVED THAT:

1. The Governing Board of Trustees of the District hereby adopts the PARS Supplementary Retirement Plan, as part of the District Retirement Program, effective November 14, 2016; and
2. The retirement incentive must meet the District's fiscal and operational objectives in order for the plan to go into effect. If these goals are not reached, the District may withdraw the retirement incentive. If the District withdraws the retirement incentive, resignations may be rescinded; and
3. The Board of Trustees of the District hereby delegates to the Interim Chancellor the responsibility to determine if the District's fiscal and operational objectives have been met pursuant to item 2 above and to thereby confirm the District's participation in the plan.
4. The Board of Trustees of the District hereby appoints the Interim Chancellor, or his/her successor or his/her designee as the District's Plan Administrator; and
5. The District's PARS Plan Administrator is hereby authorized to execute the contracts, custodial agreement facilitating the payment of contributions to the 403(b) arrangement, and other legal documents related to a trust or the plan on behalf of the District and to take whatever additional actions are necessary to maintain the District's participation in the plan and to maintain compliance of any relevant regulations issued.

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF ORANGE

_____, the Clerk of the Board of Trustees of the South Orange County Community College District of Orange County, California, hereby certifies that the above foregoing resolution was duly and regularly adopted by said District at a regular meeting thereof held on the _____, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF I have hereunto set my hand and seal this _____, 2016.

Clerk of the Board of Trustees

AGREEMENT FOR ADMINISTRATIVE SERVICES

This agreement ("Agreement") is made this _____ day of _____, 2016, by and between Phase II Systems, a corporation organized and existing under the laws of the State of California, doing business as Public Agency Retirement Services and PARS (hereinafter "PARS") and the South Orange County Community College District ("Agency").

WHEREAS, the Agency is desirous of retaining PARS to act as administrator to assist the Agency in the establishment of early retirement incentive programs through contributions to purchase an *IRC 403(b)* fixed annuity contract ("Plan"), for the benefit of Agency's eligible employees and their beneficiaries ("Participants"); and

WHEREAS, the Agency wishes for PARS to provide consulting, analytical, and administrative services necessary to implement the Plan; and

WHEREAS, in performance of the duties set forth hereinafter PARS shall designate from time to time a custodian and/or trustee to receive Employer Plan contributions ("Custodian") designated for Participants; and

WHEREAS, in performance of the duties set forth hereinafter, PARS shall designate from time to time an insurance company for the purpose of paying Participants a specified amount of money on a regular basis over a specified period of time ("Insurance Company") pursuant to the terms of the Plan.

NOW THEREFORE, the parties agree:

1. **Services.** PARS will provide the services pertaining to the Plan as described in the exhibit attached hereto as "Exhibit 1A" ("Services") in a timely manner, subject to the further provisions of this Agreement.
2. **Fees for Services.** PARS will be compensated for performance of the Services as described in the exhibit attached hereto as "Exhibit 1B".
3. **Payment Terms.** Payment for the Services will be remitted directly from contributions for the Plan that Agency has made to the Custodian unless otherwise stated in Exhibit 1B. In the event that the Agency chooses to make payment directly to PARS, it shall be the responsibility of the Agency to remit payment directly to PARS based upon an invoice prepared by PARS and delivered to the Agency. If payment is not received by PARS within thirty (30) days of the invoice delivery date, the balance due shall bear interest at the rate of 1.5% per month.
4. **Fees for Services Beyond Scope.** Fees for services beyond those specified in this Agreement will be billed to the Agency at the rates indicated in the PARS standard fee schedule in effect at the time the services are provided and shall be payable as described in Section 3 of this Agreement. Before any such services are performed, PARS will provide the Agency with a detailed description of the services, terms, and applicable rates for such services. Such services, terms, and applicable rates shall be agreed upon in writing and executed by both parties.

5. **Information Furnished to PARS.** PARS will provide the Services contingent upon the Agency's providing PARS the information specified in the exhibit attached hereto as "Exhibit 1C" ("Data"). It shall be the responsibility of the Agency to certify the accuracy, content and completeness of the Data so that PARS may rely on such information without further audit. It shall further be the responsibility of the Agency to deliver the Data to PARS in such a manner that allows for a reasonable amount of time for the Services to be performed. Unless specified in Exhibit 1A, PARS shall be under no duty to question Data received from the Agency, to compute contributions made to the Plan, to determine or inquire whether contributions are adequate to meet and discharge liabilities under the Plan, or to determine or inquire whether contributions made to the Plan are in compliance with the Plan or applicable law. In addition, PARS shall not be liable for non-performance of Services to the extent such non-performance is caused by or results from erroneous and/or late delivery of Data from the Agency. In the event that the Agency fails to provide Data in a complete, accurate and timely manner and pursuant to the specifications in Exhibit 1C, PARS reserves the right, notwithstanding the further provisions of this Agreement, to terminate this Agreement upon no less than ninety (90) days written notice to the Agency.
6. **Suspension of Contributions.** In the event contributions are suspended, either temporarily or permanently, prior to the complete discharge of PARS' obligations under this Agreement, PARS reserves the right to bill the Agency for Services under this Agreement at the rates indicated in PARS' standard fee schedule in effect at the time the services are provided, subject to the terms established in Section 3 of this Agreement. Before any such services are performed, PARS will provide the Agency with written notice of the subject services, terms, and an estimate of the fees therefore.
7. **Records.** During the term of this Agreement, and for a period of five (5) years after termination of this Agreement, PARS shall provide duly authorized representatives of the Agency access to all records and material relating to calculation of PARS' fees under this Agreement. Such access shall include the right to inspect, audit and reproduce such records and material and to verify reports furnished in compliance with the provisions of this Agreement. All information so obtained shall be accorded confidential treatment as provided under applicable law.
8. **Confidentiality.** Without the Agency's consent, PARS shall not disclose any information relating to the Plan except to duly authorized officials of the Agency and to parties retained by PARS to perform specific services within this Agreement. The Agency shall not disclose any information relating to the Plan to individuals not employed by the Agency without the prior written consent of PARS, except as such disclosures may be required by applicable law.
9. **Independent Contractor.** PARS is and at all times hereunder shall be an independent contractor. As such, neither the Agency nor any of its officers, employees or agents shall have the power to control the conduct of PARS, its officers, employees or agents, except as specifically set forth and provided for herein. PARS shall pay all wages, salaries and other amounts due its employees in connection with this Agreement and shall be responsible for all reports and obligations respecting them, such as social security, income tax withholding, unemployment compensation, workers' compensation and similar matters.
10. **Indemnification.** PARS and Agency hereby indemnify each other and hold the other harmless, including their respective officers, directors, employees, agents and attorneys, from any claim, loss, demand, liability, or expense, including reasonable attorneys' fees and costs,

incurred by the other as a consequence of, to the extent, PARS' or Agency's, as the case may be, negligent acts, errors, or omissions with respect to the performance of their respective duties hereunder.

11. **Compliance with Applicable Law.** The Agency shall observe and comply with federal, state and local laws in effect when this Agreement is executed, or which may come into effect during the term of this Agreement, regarding the administration of the Plan. PARS shall observe and comply with federal, state and local laws in effect when this Agreement is executed, or which may come into effect during the term of this Agreement, regarding Plan administrative services provided under this Agreement.
12. **Applicable Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event any party institutes legal proceedings to enforce or interpret this Agreement, venue and jurisdiction shall be in any state court of competent jurisdiction.
13. **Force Majeure.** When satisfactory evidence of a cause beyond a party's control is presented to the other party, and nonperformance was unforeseeable, beyond the control and not due to the fault of the party not performing, a party shall be excused from performing its obligations under this Agreement during the time and to the extent that it is prevented from performing by such cause, including but not limited to: any incidence of fire, flood, acts of God, acts of terrorism or war, commandeering of material, products, plants or facilities by the federal, state or local government, or a material act or omission by the other party.
14. **Ownership of Reports and Documents.** The originals of all letters, documents, reports, and data produced for the purposes of this Agreement shall be delivered to, and become the property of the Agency. Copies may be made for PARS but shall not be furnished to others without written authorization from Agency.
15. **Designees.** The Agency, or their designee, shall have the authority to act for and exercise any of the rights of the Agency as set forth in this Agreement, subsequent to and in accordance with the written authority granted by the Governing Board of the Agency through adoption of a Resolution, a copy of which writing shall be delivered to PARS. Any officer of PARS, or his or her designees, shall have the authority to act for and exercise any of the rights of PARS as set forth in this Agreement.
16. **Notices.** All notices hereunder and communications regarding the interpretation of the terms of this Agreement, or changes thereto, shall be effected by delivery of the notices in person or by depositing the notices in the U.S. mail, registered or certified mail, return receipt requested, postage prepaid and addressed as follows:
 - (A) To PARS: PARS; 4350 Von Karman Avenue, Suite 100, Newport Beach, CA 92660; Attention: President
 - (B) To Agency: South Orange County Community College District; 28000 Marguerite Parkway, Mission Viejo, CA 92692; Attention: Interim ChancellorNotices shall be deemed given on the date received by the addressee.
17. **Term of Agreement.** This Agreement shall remain in effect for the period beginning November 14, 2016 and ending October 31, 2021 ("Term"). This Agreement will continue unchanged for successive twelve-month periods following the Term unless either party gives

written notice to the other party of the intent to terminate prior to ninety (90) days before the end of the Term. However, the Agreement will terminate following the benefit payment to the last surviving Participant and any residual interest earnings held in the Agency's custody account, if any, will be returned to the Agency.

18. **Amendment.** This Agreement may not be amended orally, but only by a written instrument executed by the parties hereto.
19. **Entire Agreement.** This Agreement, including exhibits, contains the entire understanding of the parties with respect to the subject matter set forth in this Agreement. In the event a conflict arises between the parties with respect to any term, condition or provision of this Agreement, the remaining terms, conditions and provisions shall remain in full force and legal effect. No waiver of any term or condition of this Agreement by any party shall be construed by the other as a continuing waiver of such term or condition.
20. **Attorney's Fees.** In the event any action is taken by a party hereto to enforce the terms of this Agreement, the prevailing party therein shall be entitled to receive its reasonable attorney's fees.
21. **Counterparts.** This Agreement may be executed in any number of counterparts, and in that event, each counterpart shall be deemed a complete original and be enforceable without reference to any other counterpart.
22. **Headings.** Headings in this Agreement are for convenience only and shall not be used to interpret or construe its provisions.
23. **Effective Date.** This Agreement shall be effective on the date first above written, and also shall be the date the Agreement is executed.
24. **Further Acts.** The Parties shall execute all such further and additional documents as shall be reasonable, convenient, necessary, or desirable to carry out the provisions of this Agreement, including but not limited to any Custodial Agreement and/or Trust Agreement as shall be required by PARS and/or the Custodian/Trustee.

AGENCY:

BY: _____
Debra L. Fitzsimons
TITLE: Interim Chancellor
DATE: _____

PARS:

BY: _____
Tod Hammeras
TITLE: Chief Financial Officer
DATE: _____

EXHIBIT 1A
SERVICES

PARS will provide the following services for the South Orange County Community College District:

1. Plan Consultation Services:
 - (A) Meeting with Agency personnel to discuss the impact to the Agency of implementing a Plan;
 - (B) If appropriate, completing a fiscal analysis, based on data and assumptions provided by Agency, to determine the fiscal feasibility of a Plan;
 - (C) Meeting with Agency personnel to discuss the fiscal analysis and receive feedback on the analysis, data, and assumptions made;
 - (D) Making appropriate revisions to the fiscal analysis as directed by Agency.
2. Plan Installation Services:
 - (A) Meeting with Agency personnel to finalize Plan provisions, implementation timelines, benefit communication strategies, data reporting and contribution submission requirements;
 - (B) Providing the necessary analysis and advisory services to finalize these elements of the Plan;
 - (C) Providing the documentation needed to establish the Plan to be reviewed and approved by Agency legal counsel. Resulting final Plan documentation must be approved by the Agency prior to the commencement of PARS Plan Administration Services outlined in Exhibit 1A, paragraph 3 below.
3. Plan Administration Services:
 - (A) Monitoring the receipt of Plan contributions made by the Agency to the Custodian, based upon information received from the Agency and the Custodian;
 - (B) Performing periodic accounting of custodial assets, including the allocation of employer contributions, payments to the Insurance Company, investment activity and expenses (if applicable), based upon information received from the Agency and/or Custodian;
 - (C) Acting as ongoing liaison between the Participant and the Agency in regard to the Plan, which shall include use by the Participants of toll-free telephone communication to PARS;
 - (D) Producing benefit illustrations and processing enrollments;
 - (E) Coordinating the processing of contribution payments to the Insurance Company pursuant to authorized written Agency certification of eligibility, authorized direction by the Agency, and the provisions of the Plan, and, to the extent possible, based upon Agency-provided Data;
 - (F) Coordinating actions with the Custodian as directed by the Plan Administrator within the scope of this Agreement.

4. PARS is not licensed to provide and does not offer tax, accounting, legal, investment or actuarial advice.
5. Any analysis provided by PARS is subject to the receipt of accurate information and assumptions as may be provided by Agency. The Agency is responsible for integrating the PARS analysis into any Agency budgetary analysis or decision-making processes. The fiscal projections in the PARS analysis are dependent upon future experience conforming to the assumptions used and the results will be altered to the extent that future experience deviates from these assumptions. It is certain that actual experience will not conform exactly to the assumptions used in the analysis.

EXHIBIT 1B
FEES FOR SERVICES

PARS will be compensated for performance of Services, as described in Exhibit 1A based upon the following schedule:

1. Upon implementation of the Plan associated with this Agreement, the Agency agrees to pay an administration fee equal to five and one-half percent (5.50%) of all premiums made by the Agency on behalf of Participants in the subject Plan, subject to a \$5,000.00 minimum per year for five years. Fees will be billed to the Custodian as contributions are made by the Agency, and it will be the responsibility of the Custodian to pay those fees from the custodial assets of the Plan.
2. In the event that the Plan associated with this Agreement is not implemented, the Agency agrees to pay a one-time fee equal to \$5,000.00. The fee will be billed to the Agency upon notice of cancellation of the Plan and it will be the responsibility of the Agency to pay this fee.

EXHIBIT 1C
DATA REQUIREMENTS

PARS will provide the Services under this Agreement contingent upon receiving the following information:

1. Fiscal Analysis Data (provided by Agency):
 - (A) Participant's Legal Name
 - (B) Participant's Position
 - (C) Participant's Birth Date
 - (D) Participant's Hire Date
 - (E) Participant's Contract Salary
 - (F) Years of Agency Service
 - (G) Completed Request for Information Form, including applicable Salary Schedules, Collective Bargaining Agreements, and Board Policies
2. Participant Data (provided by Agency):
 - (A) Participant's Legal Name
 - (B) Participant's Position
 - (C) Participant's Address
 - (D) Participant's Birth Date
 - (E) Participant's Hire Date
 - (F) Participant's Contract Salary
 - (G) Years of Agency Service
 - (H) Retirement Date
3. Executed Legal Documents (provided by Agency):
 - (A) Certified Board Resolution
 - (B) Addendum for Supplementary Retirement Plan/Execution Agreement
 - (C) Custodial Agreements/Disclosure Forms
 - (D) 403(b) Annuity Contracts & Disclosures
4. Completed Funding Documents (provided by Agency):
 - (A) Authorization to Pay Benefits Form
5. Completed Enrollment Forms (timely submitted by Participant):
 - (A) Correction Form
 - (B) Enrollment Form
 - (C) Beneficiary Designation Form
 - (D) Tax Withholding Form
 - (E) Proof of Age
 - (F) Letter of Resignation

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.

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
10/12/16 12:00pm	SSC211C	Emily Quinlan	Pre-Law Society	Dorothy Moneymaker	LSAT information from Testmasters & Blueprint
10/19/16 12:00pm	SSC211C	Emily Quinlan	Pre-Law Society	Dorothy Moneymaker	LSAT information from Testmasters & Blueprint
10/20/16 9:00am	Laguna Woods Village Clubhouse 4	Kevin Hass	PHOT 59XB/Advanced Color Printing	Elizabeth Kingston Young	Camera Technology Changing the Fields of Still and Video
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 Olhats	French Cuisine Special Engagement	Lek Chailert	Elephant rescue sanctuary in Thailand, Eco Tourism, Thai Cuisine and spices.
10/27/16 3:15pm	MVHS	Brent Pillsbury	BUS1 Intro to Business	Dan McCormick	Social Media/Entrepreneurship
11/1/16	CH1/Laguna Woods Village	Pamme Turner	ART 81X	Gil Dellinger	Drawing Applications for Painting/Color Mixing Techniques
11/28/16 2:00pm	SSC212	Dr. Ken Woodward	Advisor for Young Americans for Freedom	David French	Free Speech Gives Civil Rights, Censorship Gives Us Tyranny and Violence. Defense of the Marketplace of Ideas on Campus
11/21/16 6:00pm	BGS 254	Jane Medling	Accounting Club Society	Miriam Martinez	Resume Writing & Interviewing Skills
12/5/16 6:00pm	BGS 254	Jane Medling	Accounting Club Society	Steven Guyer Lisette Neira	Accounting Careers

IRVINE VALLEY COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	Asian American and Native American Pacific Islander Serving Institution (AANAPISI)	John Feri Paulo Roaca: Filipino Cultural School	Cultural Workshop: The Filipino Flag and the National Anthem; Tinikling Traditional Dance; Issues Impacting the Filipino Community
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Martin Tobias: The Filipino American Community of Orange County	Local Filipino Community- Based Organizations and Their Missions; Issues Impacting the Filipino Community
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	France Ledbetter Jane Pang: Pacific Islander Health Partnership	Local Filipino Community- Based Organizations and Their Missions; Issues Impacting the Filipino Community
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Robert Bucaya: Filipino Americans In Medicine	Health: The State of Filipino Health
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Dorothy Fujita- Rama: UCI	Issues Impacting the Filipino Community
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Jehnice Villanueva: SAMAHAN Filipino American Performing Arts and Education Center	Dance Performance
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Joe Limer	Filipino Poetry

10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Alfredo Parayno: Parayno Balintawak Filipino Martial Arts	Martial Arts Demonstration
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Consul General Adelio Cruz: Office of the Philippine Consul General, Los Angeles	Welcome Address
10/29/16 10:00am – 2:00pm	PAC Quad	Edwin Tiongson	AANAPISI	Alden Joseph Ambrocio	Singing Performance
11/1/16 3:30pm	BSTIC 101	John Russo	Business Leader Society Club	Kevin Strom	Communication and Technology
11/2/16 4:00pm	BSTIC 116	Bennet Tchaikovsky	Accounting Society Club	Nicole Williams	UC Irvine Accounting Society
12/7/16 4:00pm	BSTIC 116	Bennet Tchaikovsky	Accounting Society Club	Robert Bermudez	CPA Review

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 October 31, 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 October, 2016 Board report.

**South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
November 14, 2016**

<i>Project Description</i>	<i>Approved Amount</i>	<i>1999/2012 Actual</i>	<i>2012/13 Actual</i>	<i>2013/14 Actual</i>	<i>2014/15 Actual</i>	<i>2015/16 Actual</i>	<i>Balance Remaining for 2016/17</i>
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 Performing 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

**South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
November 14, 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
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 PE200 Bleacher Repairs (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
November 14, 2016**

<i>Project Description</i>	<i>Approved Amount</i>	<i>1999/2012 Actual</i>	<i>2012/13 Actual</i>	<i>2013/14 Actual</i>	<i>2014/15 Actual</i>	<i>2015/16 Actual</i>	<i>Balance Remaining for 2016/17</i>
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	-				14,500,000	12,600,000
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	19,413,088	30,299,401

BASIC AID PROJECT TOTALS	672,911,133	269,258,478	27,810,105	37,475,247	56,987,360	72,283,706	209,096,236
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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	463,814,898	672,911,133
Uncommitted Basic Aid Funds	163,998,134	183,076,427	189,389,450	184,061,515	164,450,756	13,865,469

<i>Change from October 2016 Report:</i>	<i>Approved Amount</i>						
Total Change from October 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.

FACILITIES PLAN STATUS REPORT
*November 14, 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: *DSA Close Out and Certification.*

Recently Completed: *LEED Gold certification is awarded. Commissioning process is complete, including all required reports. Change order negotiations and potential claims resolved.*

Focus: *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 Drwns	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.

Project Budget:	Original \$14,530,000	Revision \$47,700,000	Total \$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
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Status: *Schematic Design: 15% Complete.*

In Progress: *Transitioning from program adjacencies to schematic.*

Recently Completed: *College approval of Program Validation.*

Focus: *Arrange preliminary meeting with Division of the State Architect (DSA) in early December.*

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 replace 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 Drawings	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. *This project went into an approximately two to three month delay with a change in project manager and Mechanical, Electrical, Plumbing (MEP) Engineer.*

In Progress: Develop Request for Qualifications (RFQ) for construction services. Submission of revised drawings to DSA.

Recently Completed: *On hold for in house review on DSA submittal.*

Focus Issue: Submit revised drawings to DSA. *Develop RFQ for construction services.*

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/ *Bid Phase for exhaust fan follow up work.*

In Progress: Occupied. *The bid process for the exhaust system is underway.*

Recently Completed: *Architectural detail for exhaust fan installation leading into bidding installation.*

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	\$6,700,000	\$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 testing and balance of mechanical systems, Final punch list. *DSA Review of seismic bracing and thermal expansion loops at chilled water & hot water lines.*

Recently Completed: Define work scope additions for required improvements.

Focus: Resolve change orders, Schedule 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.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
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 *funding* rounds are projected to follow in two successive years. *However, there is recent speculation that the Governor will*

not release the bonds as designed, rather by using a more gradual release of bond/ funds over a longer period of time.

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. *Original Architectural firm is re-engaged to address pending items.*

In Progress: *One change order is in the review process, and must be closed to arrive at DSA close out. Obtaining a Structural Engineer to address the final change order issue.*

Recently Completed: Resolved *addenda* and *five change orders*.

Focus: 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: *Combining of "First Year Discovery" project with a college project to elicit a better contractor response.*

Recently Completed: *Draft of combined package with college project.*

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
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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: 35% Complete. 95% of submittals have been reviewed. Inspection coordination with the City of Irvine and Irvine Ranch Water District is continuing.

In Progress: *Completion of irrigation system installation and procurement of street lighting and traffic signal equipment. Signal connection under Southern California Edison review with a potential for project delay.*

Recently Completed: *Construction of sidewalk and installation of road base material in preparation of asphalt pavement.*

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 *funding* rounds are projected to follow in two successive years. *However, there is recent speculation that the Governor will not release the bonds as designed, rather using a more gradual release of funds over a longer period of time.*

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% *complete*. Integration of *Solar Shade Structure* scope.

In Progress: Development of Design-Build project criteria is *continuing*.

Recently Completed: Kickoff meeting with criteria architect and user group. Preliminary parking lot layout is complete.

Focus: Development of Design-build project criteria *and Design-build RFQ & P documents*.

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: *Development of Design-build project criteria is underway.*

Recently Completed: *Kickoff meeting with criteria architect and user group.*

Focus: Development of Project Criteria and Design-build RFQ&P documents.

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	\$ 6,700,000	\$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 50kW 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 Drawings	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: *2% complete.*

In Progress: *Building foundations and under slab utility installation.*

Recently Completed: *Site grading and foundation preparation.*

Focus: *Final review of project Audio Visual and IT components and begin furniture selection process.*

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	Oct2016
Start Working Drawings	Nov 2015	Complete Construction	Dec2017
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: *Coordination with Irvine Ranch Water District for plan approval.*

Recently Completed: Receive construction bids and prepare award. *Approval of grading permit by the City of Tustin.*

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. *This item will be removed from future Board Facilities Reports.*

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.

Project Budget:	Original \$200,000	Revision \$40,000	Total \$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: Award is recommended at this November Board meeting.

In Progress: Board recommendation and if approved, contract execution.

Recently Completed: Proposal evaluation and recommendation.

Focus: Execute contract, engage college committee(s).

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.

Project Budget:	Original \$400,000	Revision \$440,000	Total \$840,000
District Funding Commitment:	\$400,000	\$440,000	\$840,000
Anticipated State Match:	\$	\$	\$
Basic Aid Allocation:	\$400,000	\$440,000	\$840,000

Status: Completing development of transition plan.

In Progress: *Final prioritization of issues identified during surveys and completion of Transition Plan.*

Recently Completed: *Analysis of survey data and draft Transition Plan.*

Focus: 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.

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 October 31, 2016 (EXHIBIT A). A review of current revenues and expenditures for FY 2016-2017 show they are in line with the budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of October 31, 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	4,558,770	549,385	12.05%
State Sources	8600-8699	46,456,156	49,011,982	19,405,243	39.59%
Local Sources	8800-8899	224,530,310	224,541,490	13,890,925	6.19%
Other Financing Sources	8900-8912	0	0	0	
Total Revenue		275,219,049	278,112,242	33,845,553	12.17%
INCOMING TRANSFERS	8980-8989	4,107,009	4,107,009	0	
TOTAL SOURCES OF FUNDS		\$ 338,666,873	341,560,066	93,186,368	27.28%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 86,730,335	87,427,063	26,162,538	29.92%
Other Staff Salaries	2000-2999	54,253,223	54,944,349	12,343,668	22.47%
Employee Benefits	3000-3999	50,476,683	50,633,330	13,872,434	27.40%
Supplies & Materials	4000-4999	7,659,548	7,389,611	1,080,467	14.62%
Services & Other Operating	5000-5999	30,037,802	31,553,057	7,589,998	24.05%
Capital Outlay	6000-6999	16,595,642	16,784,898	1,661,496	9.90%
Payments to Students	7500-7699	1,046,089	1,231,989	559,583	45.42%
Total Expenditures		\$ 246,799,322	249,964,297	63,270,184	25.31%
OTHER FINANCING USES:					
Debt Service	7100-7199	0	0	0	
Inter Fund Transfers Out	7300-7399	\$ 750,000	750,000	250,000	33.33%
Basic Aid Transfers Out	7300-7399	56,129,557	56,129,557	0	0.00%
Intra Fund Transfers Out	7400-7499	0	0	0	0.00%
Total Other Uses		56,879,557	56,879,557	250,000	0.44%
TOTAL USES OF FUNDS		303,678,879	306,843,854	63,520,184	20.70%
ENDING FUND BALANCE		\$ 34,987,994	34,716,212	29,666,184	
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	8,145,414		
TOTAL RESERVES		\$ 34,987,994	34,716,212		

NOTE: As of October 31, 2015 actual revenues to date were **27.97%** and actual expenditures to date were **14.14%** of the revised budget to date.

SADDLEBACK COLLEGE

General Fund Income and Expenditure Summary
As of October 31, 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	7,199,895	7.15%
Restricted Budget Allocation		28,755,407	28,862,798	12,126,775	42.02%
Total Revenue		129,391,856	129,499,247	19,326,670	14.92%
INCOMING TRANSFERS	8980-8989	3,302,005	3,302,005	0	
TOTAL SOURCES OF FUNDS		<u>\$ 148,502,064</u>	<u>148,609,455</u>	<u>35,134,873</u>	23.64%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 54,263,994	54,426,841	15,651,474	28.76%
Other Staff Salaries	2000-2999	27,571,323	27,832,605	6,136,443	22.05%
Employee Benefits	3000-3999	28,347,162	28,344,064	7,696,966	27.16%
Supplies & Materials	4000-4999	5,434,219	4,965,563	713,245	14.36%
Services & Other Operating	5000-5999	13,670,310	13,816,373	3,354,120	24.28%
Capital Outlay	6000-6999	11,020,064	11,029,017	631,343	5.72%
Payments to Students	7500-7699	694,992	694,992	227,310	32.71%
Total Expenditures		<u>\$ 141,002,064</u>	<u>141,109,455</u>	<u>34,410,901</u>	24.39%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	\$ 500,000	500,000	250,000	50.00%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		<u>500,000</u>	<u>500,000</u>	<u>250,000</u>	50.00%
TOTAL USES OF FUNDS		<u>141,502,064</u>	<u>141,609,455</u>	<u>34,660,901</u>	24.48%
LOCATION OPERATING BALANCE		<u>\$ 7,000,000</u>	<u>7,000,000</u>	<u>473,972</u>	
RESERVES					
Reserve for Economic Uncertainties		<u>\$ 7,000,000</u>	<u>7,000,000</u>		

NOTE: As of October 31, 2015 actual revenues to date were **22.02%** and actual expenditures to date were **23.02%** of the revised budget to date.

IRVINE VALLEY COLLEGE

General Fund Income and Expenditure Summary
As of October 31, 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	5,119,636	8.49%
Restricted Budget Allocation		15,087,393	17,873,195	6,583,575	36.83%
Total Revenue		75,384,066	78,169,868	11,703,211	14.97%
INCOMING TRANSFERS	8980-8989	610,004	610,004	0	
TOTAL SOURCES OF FUNDS		<u>82,613,736</u>	<u>85,399,538</u>	<u>18,322,877</u>	21.46%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	30,666,733	31,200,614	10,139,235	32.50%
Other Staff Salaries	2000-2999	17,795,118	18,229,454	4,086,797	22.42%
Employee Benefits	3000-3999	17,446,749	17,606,927	4,998,344	28.39%
Supplies & Materials	4000-4999	2,107,824	2,306,214	342,346	14.84%
Services & Other Operating	5000-5999	7,572,826	8,937,839	1,949,820	21.82%
Capital Outlay	6000-6999	5,256,193	5,436,079	986,843	18.15%
Payments to Students	7500-7699	351,097	536,997	332,273	61.88%
Total Expenditures		81,196,540	84,254,124	22,835,658	27.10%
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		<u>81,196,540</u>	<u>84,254,124</u>	<u>22,835,658</u>	27.10%
LOCATION OPERATING BALANCE		<u>1,417,196</u>	<u>1,145,414</u>	<u>(4,512,781)</u>	
RESERVES					
Reserve for Economic Uncertainties		<u>1,417,196</u>	<u>1,145,414</u>		

NOTE: As of October 31, 2015 actual revenues to date were **23.01%** and actual expenditures to date were **24.19%** of the revised budget to date.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Quarterly Investment Report

ACTION: Information

BACKGROUND

Senate Bill Number 564 added Government Code Section 53646 requiring the local agencies in California, including educational institutions, to render a statement of investment policy to their local governing Board on an annual basis. In addition, a quarterly report in compliance with the investment policy is to be rendered to the governing Board with respect to the agency's investments. The Board approved the District's investment policy on September 16, 1996, and since then, quarterly reports have been rendered for the Board's information.

STATUS

As of the quarter ending on September 30, 2016, our cash balances were \$256,379,568.40 in the Orange County Investment Pool (OCIP), and the OCIP investment pool is yielding an average of 0.74% compared to prior quarter of 0.75%.

The cash balances for the Local Agency Investment Fund (LAIF) Pooled Investment were \$26,198,109.68, and the LAIF investment pool is yielding an average of 0.60% compared to prior quarter of 0.55%.

Both pools are highly liquid, with overnight wire transfers available upon request

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Quarterly Pension Stabilization Trust Fund
ACTION: Information

BACKGROUND

In March, 2016 the SOCCCD Board of Trustees authorized the District to join the California Public Entity Pension Stabilization Trust to set aside funds to offset the cost increases related to the STRS and PERS retirement systems pension liabilities. The trust was established with the Benefit Trust Company and Morgan Stanley as the registered investment advisor.

STATUS

This report is for the period ending September 30, 2016 (EXHIBIT A). The portfolio is entirely invested in fixed income mutual funds. The portfolio's performance increased 1.19%, ending with a fair market value of \$14,817,905 and an annualized return of 1.19%.

October 7, 2016

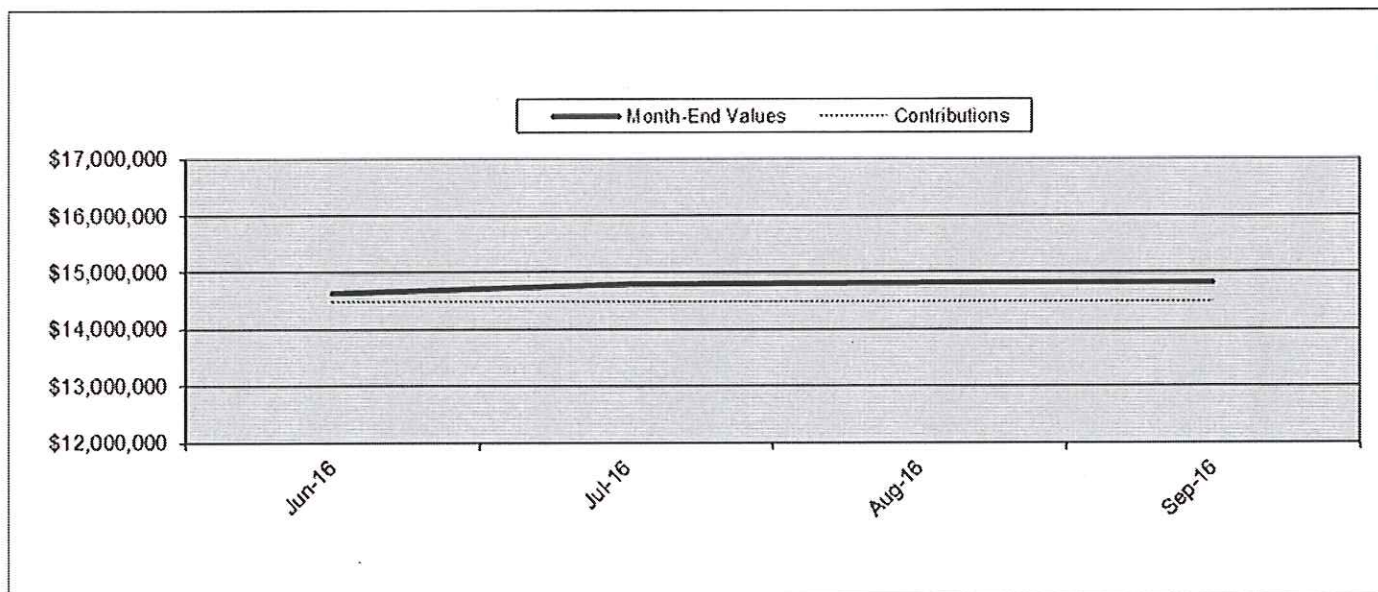
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Pension Stabilization Irrevocable Trust

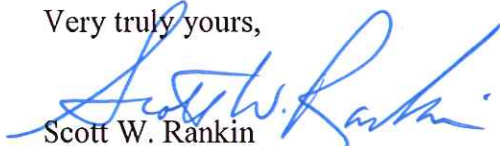
With a fair market value on September 30th of \$14,817,905.01 your portfolio's performance was up 1.19% for the quarter and up 1.19% on an annualized basis since the June 16, 2016 inception date net of program fees.

Your portfolio is entirely invested in fixed income mutual funds. It was designed to be invested over a short time frame. Deposits include the initial contribution of \$14,500,000 on June 16, 2016. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>3rd Quarter 2016</u>	<u>Annualized Since Inception</u>
South Orange CCCD PST	1.19%	1.19% annualized return
Barclays Aggregate	0.46%	0.46% (Domestic Bonds)
Barclays Global	0.81%	0.81% (Global Bonds)



Very truly yours,



Scott W. Rankin
Senior Vice President

Pension Stabilization Trust

EXHIBIT A
Page 2 of 2

Month - Year	Contributions	Contribution Balance	Ending Value
June-16	14,500,000	14,500,000	14,633,971
September-16	-	14,500,000	14,814,905



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 *GR*

DATE: November 3, 2016

SUBJECT: **President's Report for the November 14, 2016 Board of Trustees Meeting**

IVC Attends PromiseNet 2016 Conference

On October 24-26, IVC sent a delegation to Washington, D.C. that included Vice President for Student Services Dr. Linda Fontanilla, Director of Student Life and Equity Programs Anissa Heard-Johnson, Professor of Biology and IVC Academic Senate President, Dr. Katherine T. Schmeidler, Acting Director of Outreach and Recruitment Dennis Gordon, and Research Analyst Jared Lessard to attend the PromiseNet 2016 Conference. IVC, Saddleback and other community colleges from around the nation, came together to learn more about PromiseNet and the College Promise Campaign. The conference brought together practitioners, policymakers, and researchers to identify strategies to build and implement an effective Promise Program. The training emphasized strong support from local communities through donations and collaboration with a focus on educating community members, keeping local graduates employed within their communities, and building a strong economic development model. The three-day conference offered keynote messages from speakers including: Dr. Martha J. Kanter, Executive Director of the College Promise Campaign; Eloy Ortiz Oakley, incoming Chancellor of the California Community Colleges; Janice Brown, Executive Director Emeritus of the Kalamazoo Promise Program, one of the largest programs in the country; and Roberto Rodriguez, White House Domestic Policy as Deputy Assistant to the President for Education.

IVC Hosts Orange County Women Veterans Leadership Summit

On November 4, Irvine Valley College (IVC) hosted the Orange County Women Veterans Leadership Summit. The summit offered women veterans a day of inspiration and empowerment as they transition from service to civilian life. Guest speakers included Congresswoman Mimi Walters, Wes Beavis, PsyD, and Dr. Miatta Snetter. The day also featured a fashion show in which veterans modeled clothing by Trina Turk, as a way to further help women veterans acclimate to civilian life. Veterans resource organizations were also on hand to provide additional support to women veterans.

Diversity and Equity Retreat

On November 4-6, the Office of Student Life and Equity Programs held a diversity and equity retreat for students at the Griffith Park Boys Camp in Los Angeles. The retreat was open to 80 students through an application process and was designed to help participants learn cultural competency skills to work and live with all people.

IVC Transfer Fair

On November 9, the IVC Transfer Center held its second transfer fair of the fall semester. Over 30 colleges and universities, including California State Universities, University of California campuses, private and out-of-state institutions participated in the transfer fair. Students were able to speak with institution representatives to discuss their transfer opportunities.

IVC's Administration of Justice Club Hosts Conference

Members of the Administration of Justice club (Chi Tau Epsilon – XTE) recently hosted the American Criminal Justice Association – Lambda Alpha Epsilon Region 1 conference in Ontario, CA. Seventy-five students and advisors attended the conference representing institutions including: Boise State University, Cal State University Los Angeles, Fresno State, Long Beach Community College and Sacramento State University. XTE planned and coordinated several competitions that were held in conjunction with the conference including firearms, physical agility, crime scene investigation, and written academic tests, as well as set up educational speakers for the conference. Twelve IVC students were accompanied by club advisor Monty Mauney and Firearms Coach Ted Falencki, Jr. at the conference. Students included Sara Allen, Haniel Choi, Jason Chung, Sorrel Dumas, Geoffrey Goble, Parker Grinde, Alexis Marroquin, Sergeant at Arms Kia Golbad, XTE Secretary Lauren Goeres-Hill, XTE Treasurer Sabrina Mendoza, XTE President President, and XTE Vice President Kenneth Tran.



SADDLEBACK COLLEGE

28000 Marguerite Parkway • Mission Viejo, CA 92692
949.582.4500 • www.saddleback.edu

TO: Members of the Board of Trustees
Dr. Debra L. Fitzsimons, Interim Chancellor

FROM: Dr. Tod A. Burnett, President

SUBJECT: Report for November 14, 2016 Board of Trustees Meeting

The President's State of the College Breakfast was held on Friday, October 28th, with more than 75 guests in attendance to hear about the college's top 10 goals for the year, the College Promise, new transfer data, and other college priorities. The guests included local elected officials, representatives of business and industry, and college administrators and faculty. Assembly Member Bill Brough provided remarks. Thank you to trustees Tim Jemal, Dr. Jim Wright, Dr. Barbara Jay, and Marcia Milchiker for attending the breakfast

The K-12 Partnership Breakfast was held on Wednesday, October 24th. Capistrano Unified School District Superintendent Kirsten Vitale and Saddleback Valley Unified School District Superintendent Clint Harwick both offered remarks and stated their appreciation of their partnerships with Saddleback College and President Burnett. More than 75 K-12 school administrators were in attendance.

Family Night will be held on Tuesday, November 15th. Coordinated by the outreach department, Family Night provides high school students and their families an opportunity to come to the college and learn about transfer opportunities, financial aid, and other college resources. Faculty will be on hand to provide information on their academic programs.

The following college administrators attended the Promise Net 2016 conference in Washington, DC: Dr. Juan Avalos, Carol Hilton, Dr. Georgina Guy, Dr. Cadence Wynter, Dr. Estella Castillo-Garrison, Dr. Jeanne Harris-Caldwell, and John Jaramillo. PromiseNet is a convening of practitioners, policymakers, and researchers to learn more about the College Promise movement, and enabled discussions around local place-based scholarship programs, community economic development models, and efforts underway to replicate and scale the College Promise with state and federal support. A principle of the College Promise is to "make the first two years of community college – at a minimum – as universal, free, and accessible as public high schools has been in the 20th century". The conference was attended by nationwide leaders, professionals and residents and multiple sessions provided an opportunity to learn more about how to start and maintain a successful College Promise program.

Office of Instruction

The Music Department offered free events in November starting with a Concert Hour performance by the Mike Baggetta jazz trio from New York on November 10th in the McKinney Theatre; a master class with concert violinist Iryna Krechkovsky on November 18th in Fine Arts 101, and a free concert outside in the Fine Arts courtyard by our commercial music ensembles on November 28th. On November 3rd through the 6th, the Department of Theatre Arts presented an uproarious comedy *You Can't Take it With*

You in the McKinney Theatre. On November 13th, Keyboard Studies presented *The Art of Music...and the Music of Art* with concert pianist Jennifer Hayghe in the McKinney Theatre to an appreciative audience of art and music enthusiasts. On November 17-19, Deidre Cavazzi presented WinterDance in the McKinney Theatre. On November 21st, the Speech Department presented their annual Speech & Debate Fundraiser Showcase in the McKinney Theatre. On November 28th, the Jazz Lab Ensemble presented a concert featuring original compositions and arrangements.

The journalism department held an open house on November 2nd.

Orientations were held on the Oxford, England, and Cuba study abroad programs.

The anthropology department presented a talk entitled, "Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence," on Wednesday, November 9th. Drawing on interviews with one-and-a-half and second generation Salvadoran immigrant youth, this talk detailed the ways that the Salvadoran civil war and emigration to the United States intervened in these young people's lives, as well as the strategies through which youth have sought to overcome such ruptures. The speaker was Dr. Susan Coutin, a professor of anthropology and criminology, law, and society at UC Irvine.

Office of Student Services

Veterans Week was held November 7th through November 10th. A field of flags commemorating those who have served in the U.S. Military was on display. The Veterans Student Council hosted a "vet talk" event to educate students on the veteran experience. Student enjoyed a combat fitness course, a barbecue, and a Marine Corps birthday cake cutting ceremony.

External Affairs

The foundation has seen dramatic growth in fundraising since 2012: Assets have grown from \$4,952,376 to \$11,072,491; Endowments have grown from \$3,063,457 to \$8,297,204; Scholarships have grown from \$232,000 to \$793,719; Revenues have grown from \$1,769,803 to \$3,573,648; Gross proceeds for the Gala have risen from \$65,000 to \$162,000; and net proceeds from \$27,642 to \$106,000.