

Meeting of the Board of Trustees

December 12, 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 Public Employee Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957(b).)
 - A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).)(5 matters)
- 1.4 Conference with Labor Negotiators (Government Code Section 54957.6)
 - A. SOCCCD Faculty Association
 Agency Designated Negotiator: David P. Bugay, Ph.D.
- 1.5 Conference with Real Property Negotiators (GC Section 54956.8) (2 matters)
 - A. Agency Designated Negotiator: Debra Fitzsimons, Ed.D. Regarding sale, exchange, or lease of real property. Sale, exchange, or lease of real property by the District: Portion of Advanced Technology Education Park (ATEP): 15445 Lansdowne Road, Tustin Under negotiation: price and terms of payment.
 - B. Agency Designated Negotiator: Debra Fitzsimons, Ed.D. Regarding sale, exchange, or lease of real property. Sale, exchange, or lease of real property by the District: 11 acre portion of Irvine Valley College Under negotiation: price and terms of payment.
- 1.6 Conference with Legal Counsel (Government Code Section 54956.9)
 - A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (3 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 Terri Whitt

2.3 Pledge of Allegiance

Led by Trustee Jim Wright

2.4 Administration of Oath of Office to Re-Elected Trustees

To be administered by Trustee T.J. Prendergast

2.5 Annual Organizational Meeting and Facilities Corporation Meeting

- A. Election of Officers
- B. Appointment of Secretary and Assistant Secretary
- C. Appointment of Trustee Representatives
- D. Establishment of Regular Meeting Dates
- E. Establishment of Agenda Planning Calendar
- F. Approval of Agenda Format
- G. Special Meeting of the Board of Directors, Facilities Corporation

2.6 **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 None

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 November 14, 2016.
- 5.2 Irvine Valley College: Curriculum Revisions for the 2017-2018 Academic Year

Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2016-2017 academic year, pursuant to Title 5, Section 53200 et seq.

- 5.3 **Irvine Valley College: Community Education, Spring 2017**Approve Spring 2017 Community Education courses, presenters and compensation.
- 5.4 Saddleback College: Revised Certificate for the 2016-17 Academic Year; New, Revised, and Deleted Courses for the 2017-18 Academic Year; New Courses for the 2018-19 Academic Year Approve the proposed curriculum changes for the 2016-17, 2017-18 and 2018-19 academic years at Saddleback College
- SOCCCD: Saddleback College Grant Acceptance Behavioral Health Workforce Education and Training for Paraprofessionals Grant (BHWET) Accept the award of \$211,271 from U.S. Department of Health and Human Services, Health Resources and Services Administration for the Behavioral Health Workforce Education and Training for Paraprofessionals (BHWET) grant, funding number HRSA-16-193, starting October 1, 2016 ending September 29, 2017.
- 5.6 SOCCCD: Saddleback College, Board Room Audio Visual System, Award of Bid No. 342D, Western Audio Visual

 Award Bid No. 342D, Board Room Audio Visual System project at SOCCCD and approve the agreement with Western Audio Visual in the amount of \$189,582.14.
- 5.7 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
- 5.8 SOCCCD: Contract for Software Development and Project Management, Neudesic LLC

 Approve the work order with Neudesic LLC for an amount not to exceed \$198,000 for the term of December 13, 2016 through June 30, 2017.

5.9 **SOCCCD: Student Out of State Travel**

Approve the colleges' student out-of-state travel for the participants, dates, locations, courses and costs as listed in EXHIBIT A.

5.10 SOCCCD: Trustees' Requests for Attending Conferences

Approve trustees' requests for attending conference(s).

5.11 **SOCCCD: Transfer of Budget Appropriations**

Ratify the Transfer of Budget Appropriations.

5.12 SOCCCD: Budget Amendment: Adopt Resolution No. 16-34 to Amend FY 2016-2017 Adopted Budget

Adopt Resolution No. 16-34 to amend the FY 2016-2017 Adopted Budget.

5.13 **SOCCCD: October - December 2016 Change Orders / Amendments**

Ratify the change orders and amendments as listed.

5.14 SOCCCD: Purchase Orders and Checks

Ratify the purchase orders and checks as listed.

5.15 **SOCCCD: October - November 2016 Contracts**

Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

6.1 SOCCCD: Acceptance of the District, Retiree OPEB Trust, Saddleback College Foundation, Irvine Valley College Foundation, ATEP Foundation, and SOCCCD Foundation Annual Audit Reports: FY 2015-2016

Accept the District, the Retiree OPEB Trust, the Saddleback Foundation, the Irvine Valley College Foundation, the ATEP Foundation, and the SOCCCD Foundation FY 2015-2016 audit reports as presented.

6.2 SOCCCD: District-wide Network Security Firewall Refresh Project, Use of the NASPO/WSCA Palo Alto Networks Contract, Optiv Security, Inc.

Approve the use of Master Price Agreement No. AR626 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. 7-14-70-11. This approval applies to procurement of District-Wide Network Security Firewall equipment from Optiv Security, Inc., for an amount of \$699,512.69 and purchases made within the term of the agreement.

6.3 SOCCCD: Saddleback College Advanced Technology and Applied Science (ATAS) Renovation Project

Approve the assessment of alternate options for the Saddleback College Technology and Applied Science building project.

- 6.4 **SOCCCD:** Board Policy Revision: BP-109 Board Education Approve the board policy as shown.
- 6.5 **SOCCCD:** Board Policy Revision: BP- Academic Ranking Accept for review and study the board policy as shown.
- 6.6 SOCCCD: Conflict of Interest Updated Biennial Code Review and Amendment

Adopt Resolution No. 16-33 and approve the revised Conflict of Interest Code, subject to the review and approval by the Orange County Board of Supervisors.

6.7 SOCCCD: Authorization of Payment to Trustee Absent from Board Meeting

Authorize payment to Trustee Whitt who was absent from the board meeting on November 14, 2016.

- 6.8 SOCCCD: Academic Personnel Actions Regular Items
 Approve New Personnel Appointments, Additional Compensation: General
 Fund, Additional Compensation: Categorical/Non-General Fund, Authorization
 to Establish/Announce Academic Administrative Position, Administrator
 - to Establish/Announce Academic Administrative Position, Administrator Contract Extensions, Workload Banking, Reduced Workload Program with STRS Retirement.
- 6.9 SOCCCD: Classified Personnel Actions Regular Items
 Approve New Personnel Appointments, Authorization to Establish and
 Announce a Classified Position, Reclassification, Reorganization, Change of
 Status, Out of Class Assignments, Resignation/Retirement/Conclusion of
 Employment, Volunteers.
- 6.10 SOCCCD: Amendment to 2016-2017 Tenure-Track Faculty Hiring Authorization Saddleback College

Ratify the addition of one full-time faculty position to the 2016-2017 full-time faulty hiring list for Saddleback College.

6.11 SOCCCD: Irvine Valley College: Body Worn Camera Research and Demonstration Project

Approve limited body worn camera demonstration project by Irvine Valley College Police Department for a 30 day trial period.

7.0 REPORTS

- 7.1 Saddleback College and Irvine Valley College: Accreditation Reports Final accreditation reports from Saddleback College and Irvine Valley College.
- 7.2 SOCCCD, Saddleback College, and Irvine Valley College: Technology Plans

Representatives from District Services, Saddleback College, and Irvine Valley College will share an overview of their technology plans.

7.3 Saddleback College and Irvine Valley College: Speakers

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

7.4 SOCCCD: List of Board Requested Reports

Status of board requested reports from the South Orange County Community College District Board of Trustees.

7.5 SOCCCD, Saddleback College, Irvine Valley College and ATEP: Vision and Mission Statements

The current vision and mission statements are presented in Exhibit A and a redlined version detailing the revisions to the SOCCCD and Saddleback College mission statements are presented in Exhibit B.

7.6 SOCCCD: Basic Aid Report

Report on projected receipts and approved projects.

7.7 SOCCCD: Facilities Plan Status Report

Status of current construction projects.

7.8 SOCCCD: Monthly Financial Status Report

Report for the period ending November 30, 2016.

7.9 SOCCCD: Retiree (OPEB) Trust Fund

Report is for the period ending October 31, 2016.

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

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

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

9.0 ADDITIONAL ITEMS

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

DATE: 12/12/16

ITEM: 2.5

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Annual Organizational Meeting

ACTION: Approval

BACKGROUND

The provisions of Education Code Section 72000 require the Governing Board of each school and community college district to hold an Annual Organizational Meeting within a prescribed 15-day period. The Orange County Department of Education notified South Orange County Community College District that the 15-day period for 2016 is December 2 through December 16, 2016.

STATUS

This year, the Annual Organizational Meeting of the Board of Trustees will be held on December 12, 2016, for the purpose of electing officers of the Board (Exhibit A), appointing a secretary and an assistant secretary of the Board (Exhibit B), appointing Trustee representatives to various committees and organizations (Exhibit C), establishing regular Board meeting dates and times (Exhibit D) establishing an agenda planning calendar (Exhibit E), and approving the Board meeting agenda format (Exhibit F), and to hold a Special Meeting of the Board of Directors of the Facilities Corporation 2011 of the South Orange County Community College District (Exhibit G).

RECOMMENDATION

The Chancellor recommends that the Board of Trustees take separate action on Exhibits A through G in order to comply with the requirements of the Annual Organizational Meeting, and to hold a Special Meeting of the Board of Directors of the Facilities Corporation 2011 of the South Orange County Community College District.

Item Submitted By: Debra L. Fitzsimons, Interim Chancellor



ANNUAL ORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES

DECEMBER 12, 2016

RONALD REAGAN BOARD OF TRUSTEES ROOM, ROOM 145, HEALTH SCIENCES/DISTRICT OFFICES BLDG.

SADDLEBACK COLLEGE, 28000 MARGUERITE PARKWAY, MISSION VIEJO, CA 92692

AGENDA

CALL TO ORDER OF ANNUAL ORGANIZATIONAL MEETING

1. ANNUAL ORGANIZATIONAL MEETING

It is recommended that the board take action on each of the items in Exhibits A through G in order to comply with the requirements of the Annual Organizational Meeting.

EXHIBIT A. Election of Officers

EXHIBIT B. Appointment of Secretary and Assistant Secretary

EXHIBIT C. Appointment of Trustee Representatives

EXHIBIT D. Establishment of Regular Meeting Dates and Times

EXHIBIT E. Establishment of Agenda Planning Calendar

EXHIBIT F. Approval of Agenda Format

RECESS TO MEETING OF FACILITIES CORPORATION 2011 OF THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT - Exhibit G

ELECTION OF OFFICERS OF THE BOARD OF TRUSTEES

It is recommended that the board nominate and elect a president, vice president and clerk to a term of office extending until the date of the next annual organizational meeting.

APPOINTMENT OF SECRETARY AND ASSISTANT SECRETARY TO THE BOARD OF TRUSTEES

It is recommended that Debra L. Fitzsimons be appointed to the office of Secretary, and that C.M. Brahmbhatt be appointed to the office of Assistant Secretary.

APPOINTMENT OF TRUSTEE REPRESENTATIVES FOR 2017

Representative to the Nominating Committee to elect members to serve on the Orange County Committee on School District Organization (1) and Alternate Representative (1)

District's Political Action Representative to the Orange County School Boards Association (1)

Representative to the Orange County Legislative Task Force (1) and Alternate Representative (1)

Representatives to the SOCCCD Audit Committee to serve on the Pre-Audit and Exit Meetings Chair (1) and Representatives (2)

Representatives to the Irvine Valley College Foundation (1) and Saddleback College Foundation (1)

REGULAR MEETINGS OF THE BOARD OF TRUSTEES

Ronald Reagan Board of Trustees Room, Room 145 Health Sciences/District Offices Bldg., Saddleback College

January 2017 through December 2017

MONDAY, JANUARY 23

MONDAY, FEBRUARY 27

MONDAY, MARCH 27

MONDAY, APRIL 24

MONDAY, MAY 15

MONDAY, JUNE 26

MONDAY, JULY 17

MONDAY, AUGUST 28

MONDAY, SEPTEMBER 18

MONDAY, OCTOBER 23

MONDAY, NOVEMBER 13

MONDAY, DECEMBER 11

(Regular and Organizational Meeting)

Unless otherwise posted, the time of Board of Trustees' meetings will be as follows:

Open Session convened, followed by adjournment to Closed Session
Open Session reconvened
Adjournment
5:00 p.m.
6:30 p.m.
9:00 p.m.

2017 BOARD AGENDA PLANNING CALENDAR

PROPOSED BOARD MEETING DATES	ITEMS FOR CONSIDERATION	
Presented throughout the year as needed	Academic Senate Curriculum Review (share)	
Monday, January 23	CCCT Nomination	
	Nonresident Fees	
	Probationary Faculty Evaluations (Closed Session)	
	Sabbatical Leave Recommendations	
Monday, February 27	Community Education Programs, Summer Sessions (share)	
	Probationary Faculty Contract Review	
Monday, March 27	Academic Calendar (Review and Study)	
	CCCT Election	
	Five-Year Construction Plan (Approval)	
Monday, April 24	Academic Calendar (Approval)	
	Resolution for Classified Employees Week	
	Resolutions for Professors of the Year (from both colleges)	
Special Meetings in May	Chancellor Interviews: May 8 - 12, 2017	
Special Meeting in	Board of Trustees' Strategic Retreat (Self-Evaluation)	
May/June		
Monday, May 15	Basic Aid Allocation Recommendation	
	Outstanding Classified Employee Service Award Presentation	
	Records Destruction	
Monday, June 26	Annual Accreditation Reports (share)	
	Adoption of Tentative District Budget (Presentation)	
	Adoption of Tentative IVC and SC Student Government Budgets	
	(Presentation)	
	Community Education Programs, Fall Semester (share)	
	Gann Limitation Worksheet	
Special Meeting in July	Chancellor Evaluation	
Monday, July 17	2015-16 Child Development Center Fees (share)	
	Student Success Scorecard for Community Colleges (share)	
Monday, August 28	Adoption of Final District Budget	
	Adoption of Final IVC and SC Student Government Budgets	
	IVC and SC Foundation Financial Reports (Information)	
Monday, September 18	Biennial Ethics Training/Annual Trustee Compensation and Travel	
Monday, October 23	2015-2016 Full-Time Faculty Position List	
	District/Colleges Mission Statements (share)	
	District-wide Strategic Plan Annual Progress Report (share)	

Exhibit E Page 2 of 2

Monday, November 13	Acceptance of District Audit Report Chancellor and Presidents Present Evaluations of Academic Administrators (Closed Session) Community Education Programs, Spring Semester (share)
Monday, December 11	Board of Trustees Organizational Meeting and Facilities Corporation Annual Meeting Consideration of Administrators' Contract Renewal Instructional and Student Material/Lab Fees, Summer, Fall and Spring Semesters (share)



Meeting of the Board of Trustees [insert date here]

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

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

- 2.1 Actions Taken in Closed Session
- 2.2 Invocation
- 2.3 Pledge of Allegiance

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 two minutes each**.

3.0 REPORTS

- 3.1 Oral Reports: Speakers are limited 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 Requests for Reports

4.0 DISCUSSION ITEMS

- 4.1 <u>Scheduled Discussion Item</u>
- 4.2 Additional Discussion Item

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 Minutes
- 5.2 Resolutions
- 5.3 Other Consent Items

6.0 GENERAL ACTION ITEMS

- 6.1 <u>Academic Personnel Actions</u>
- 6.2 <u>Classified Personnel Actions</u>
- 6.3 Other Action Items

7.0 REPORTS

- 7.1 Staff response to public comments from the previous board meeting
- 7.2 Information Reports

8.0 WRITTEN REPORTS

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

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

9.0 ADDITIONAL ITEMS

9.1 Items submitted for Board approval after docket deadline.

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



FACILITIES CORPORATION 2011 of the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SPECIAL MEETING OF THE BOARD OF DIRECTORS DECEMBER 12, 2016

RONALD REAGAN BOARD OF TRUSTEES ROOM, ROOM 145, HEALTH SCIENCES/DISTRICT OFFICES BLDG. SADDLEBACK COLLEGE, 28000 MARGUERITE PKWY., MISSION VIEJO, CA 92692

AGENDA

CALL TO ORDER

1. ELECTION OF DIRECTORS AND OFFICERS

The President recommends that the Board of Directors elect the same persons holding membership on the South Orange County Community College District Board of Trustees as directors of the Facilities Corporation 2011 of the South Orange County Community College District, to a term of office extending until the date of the next annual organizational meeting.

The President further recommends that the Board of Directors elect a president, vice president, secretary, and chief financial officer to a term of office extending until the date of the next annual organizational meeting.

It is recommended that the Interim Chancellor be appointed to the office of assistant secretary and that the Acting Vice Chancellor of Business Services be appointed to the office of assistant treasurer.

RECESS TO BOARD OF TRUSTEES' MEETING

DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Minutes of the Board of Trustees Meeting

ACTION: Approval

Minutes from:

November 14, 2016 Regular Meeting of the Board of Trustees (Exhibit A) November 30, 2016 Special Meeting of the Board of Trustees (Exhibit B)

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 November 14, 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 Johnathan Forde, Student Member

ABSENT

Terri Whitt, 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

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RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

Page 2 of 8

- 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)
 - 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 Applies 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

On a motion made by Trustee Prendergast and seconded by Trustee Wright, the Board voted to sustain the recommendation to expel a full-time student at Saddleback College, student number #1023842. The motion passed on a 5-1 vote, with Trustee Whitt absent and Trustee Milchiker

casting a negative vote.

A motion was made by Trustee Prendergast and seconded by Trustee Wright, to reconsider the motion to expel because the student trustee voted on the motion and should have abstained. The motion passed on 6-0 vote.

On a motion made by Trustee Prendergast and seconded by Trustee Wright, the motion to sustain the recommendation to expel a full-time student at Saddleback College, student number #1023842, was approved on a 5-1 vote with Trustee Whitt absent, Trustee Milchiker casting a negative vote and a student trustee abstention.

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 <u>DISCUSSION ITEMS</u>

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.

Leaders from the colleges' accreditation steering committees presented an update on the Saddleback College and Irvine Valley College accreditation reports which are nearing completion.

5.0 CONSENT CALENDAR ITEMS

EXHIBIT A

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 Jemal requested to remove item 5.9 and Trustee Lang requested to remove item 5.12 for separate discussion and action.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, the balance of the consent calendar was approved ona 6-0 vote with Trustee Whitt absent.

- 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 INCUDES 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.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 6-0 vote.

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.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a 6-0 vote.

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.

The Board postponed this item until the next meeting.

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.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 6-0 vote.

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.

On a motion made by Trustee Prendergast and seconded by Trustee Wright, this item was approved on a 6-0 vote.

6.4 **SOCCCD:** Board Policy Revision: BP-109 Board Education Accept for review and study the board policy as shown.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 6-0 vote.

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.

On a motion made by Trustee Milchiker and seconded by Trustee Lang, this item was approved on a 6-0 vote with a student trustee abstention.

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.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a 6-0 vote with a student trustee abstention.

6.7 **SOCCCD: Sabbatical Rescindment**

Approve request from faculty member to rescind approval for Fall 2017 sabbatical leave.

A correction was made to the cover page under Recommendation. Dr. Brooke was corrected to read Dr. Choo.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, this item was approved on a 6-0 vote.

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.

A correction was made to the cover page under Status. The date was corrected from April 2016 to April 2017.

On a motion made by Trustee Milchiker and seconded by Trustee Prendergast, this item was approved on a 6-0 vote.

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 <u>ADDITIONAL ITEMS</u>

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

The meeting was adjourned at 8:05 p.m. in memory of Irvine Valley College employee Corinne Jackson.

Debra L. Fitzsimons Interim Chancellor

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page 1 of 2 **RONALD REAGAN BOARD OF TRUSTEES ROOM - RM 145** HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE

MINUTES OF THE SPECIAL BOARD OF TRUSTEES' MEETING November 30, 2016

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President James R. Wright, Vice President David B. Lang, Clerk Barbara J. Jay, Member Marcia Milchiker, Member T.J. Prendergast, III, Member Terri Whitt, Member

Also present for the duration of the meeting were: Debra L. Fitzsimons, Interim Chancellor Donna Miller, CCLC Advisory Committee for Educational Services

CALL TO ORDER: 4:00 P.M.

1.0 PROCEDURAL MATTERS

- 1.1 Call To Order
- 1.2 Invocation Led by Trustee Jemal
- 1.3 Pledge of Allegiance Led by Trustee Wright
- 1.4 Public Comments

Members of the public may address the Board on items listed on the agenda. Speakers are limited to two minutes each.

One public comment regarding Saddleback College Accreditation.

2.0 **DISCUSSION ITEM**

2.1 The Board's role in Accreditation and the Board will receive training on best practices for a community college board.

Interim Chancellor Fitzsimons gave introductory remarks and welcomed the board members and the CCLC consultant to the special meeting.

The consultant presented board members with the goals of the workshop along with a preview of the topics covered in the presentation. The board presentation focused on the following topics:

- To fully understand the Board's role in meeting accreditation standards and the differences between the role of the Board and the Chancellor and to develop a strong working and trusting relationship between chancellor and board.
- To fully understand appropriate Board roles and interactions that create transparency and trust throughout the District.
- To learn and develop the qualities that constitute a good trustee and a good strong board.

No action by the Board was taken at the meeting.

ADJOURNMENT

The meeting was adjourned at 7:07 p.m.

Debra L. Fitzsimons//

Interim Secretary, Board of Trustees

ITEM: 5.2 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Acting Chancellor

RE: Irvine Valley College: Curriculum Revisions for the 2017-18 Academic

Year

ACTION: Approval

BACKGROUND

Irvine Valley College's Curriculum Committee and Academic Senate review and approve curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

<u>STATUS</u>

Irvine Valley College proposes additions, revisions, and deletions to the curriculum of the College. Exhibit A includes new, revised, and deleted courses, and programs that are recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of Irvine Valley College for the 2017-18 academic year pursuant to Title 5, Section 53200 et seq.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the proposed changes in curriculum for the 2017-18 academic year at Irvine Valley College.

Item Submitted By: Dr. Glenn R. Roquemore, President

KEY TO ACTIONS 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

Irng obj=learning objectives

moe=methods of eval

nc=new course

nv=new version of existing course

oe/oe=open entry/open exit

prereq=prerequisite

pcs = program course status

reactv=course reactivation

rec prep=recommended prep

rpt=repeatability

SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational,

E=non-occupational)

sch desc=schedule description

SLOs=student learning outcomes

sr=scheduled review is for courses that are scheduled for review

and there are no revisions

ti=title

TOP code=numerical classification code used to assign programs and courses to disciplines

tps=topics

txt=text-required for all courses numbered 1-299

un=units

val=validation

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				nc: 1 un(3 hrs lab); gr opt: Letter grade or
Social				Pass/No Pass; pcs: stand aone; rpt: NR; SAM
Sciences	ANTH 1L	14693.00	Physical Anthropology Lab	Code: E; SLOs; TOP Code: 2202.00
Social				assign; cat desc; Irng obj; moe; sch desc;
Sciences	ANTH 2	560.00	Cultural Anthropology	SLOs; tps
Social				assign; cat desc; Irng obj; moe; sch desc;
Sciences	ANTH 2H		Cultural Anthropology	SLOs; tps
Arts	ART 86		Advanced Life Drawing	assign; moe; SLOs; txt
Arts	ARTH 104	11013.00	Introduction to Art Media	crs id: ARTH 104 ARTH 5
			Lab Research in Geological	
Life Sciences	BIO 140	10716.50	and Biological Sciences	dc
			Integrated Biology: From	
			DNA to Organisms	
Life Sciences	BIO 93L	14190.00	Laboratory	dc
Physical				
Sciences	CHEM 106	1262.00	Basics of Chemistry	dc
<u>.</u>				prereq: MATH 8 2; rec prep: Recent
Physical				complletion of CHEM 3, concurrent
Sciences	CHEM 1A	1245.05	General Chemistry I	enrollment in CHEM 106; SLOs; val
Arts	COMM 167	1469100	Cooperative Work Experience: Projects in Communication	nc: 2 un (2 hrs lab); gr opt: Letter grade only; lim: Application must be approved by CWE coordinator; pcs: stand alone; rec prep: COMM 1; rpt: NR; SAM Code: E; SLOs; TOP Code: 1506.00
Guidance				
and				
Counseling	COUN 4	630.00	Stress Management	assign; moe; SLOs; txt
Social Sciences	ECON 167		Cooperative Work Experience: Economics	prereq: Student must have taken or must be currently taking a course in college level economics; lim: Student must have taken or must be currently taking a course in college level economics
Social			Cooperative Work	prereq: Student must have taken or must be currently taking a course in college level economics; lim: Student must have taken or must be currently taking a course in college
Sciences	ECON 167	10726.20	Experience: Economics	level economics

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				prereq: Student must have taken or must-
				be currently taking a course in college level
				economics; lim: Student must have taken or
Social			Cooperative Work	must be currently taking a course in college
Sciences	ECON 167	10726.30	Experience: Economics	level economics
ļ				prereq: Student must have taken or must
				be currently taking a course in college level-
				economics; lim: Student must have taken or
Social			Cooperative Work	must be currently taking a course in college
Sciences	ECON 167	10726.00	Experience: Economics	level economics
Languages				
and				
Learning				
Resources	ESL 364	10681.20	Idioms in American English	dc
Languages				nc: 3 un (3 hrs lecture); gr opt: Letter grade
and				or Pass/No Pass; pcs: stand alone; rec prep:
Learning				ESL assessment; rpt: NR; SAM code: E; SLOs;
Resources	ESL 364	10681.25	Idioms in American English	TOP Code: 4930.86
Languages				
and				
Learning				
Resources	ESL 374	10682.20	Idioms in American English	dc
Languages				nc: 3 un (3 hrs lecture); gr opt: Letter grade
and 				or Pass/No Pass; pcs: stand alone; rec prep:
Learning	501 274	40500.00		ESL assessment; rpt: NR; SAM code: E; SLOs;
Resources	ESL 374	10682.25	Idioms in American English	TOP Code: 4930.86
Languages				
and				
Learning	EC1 204	10004 20	A -l	
Resources	ESL 384	10604.20	Advanced Vocabulary Skills	dc
Languages				Inc. 3 up /3 has locations by the second
and				nc: 3 un (3 hrs lecture); gr opt: Letter grade
Learning				or Pass/No Pass; pcs: stand alone; rec prep:
Resources	ESL 384	10604.25	Advanced Vecabulant Skills	ESL assessment; rpt: NR; SAM code: E; SLOs;
Physical	LJL 304	10004.25	Advanced Vocabulary Skills	TOP Code: 4930.86
Sciences	ET 102	2190 00	Basic Electric Circuits I	crs id: ET 102 ET 92
Jeremees	102	2190.00	basic Electric Circuits i	CIS Id. E+ 102 E1 92
Physical			Lab Research in Geological	
Sciences	GEOL 140	1	and Biological Sciences	dc
	2232 240	10,10.00	and protopical sciences	
	GEOL 23	3027 00	Natural Disasters	assign: moe: sch desc: SI Os: the: tvt
Physical Sciences	GEOL 23	3027.00	Natural Disasters	assign; moe; sch desc; SLOs; tps; txt

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				moe; prereq: Child Development Certificate
				or 24 units of HD/ECE courses; rec prep:
Social			Administration of Schools for	Child Development Certificate or 24 units
Sciences	HD 190	3815.00	Young Children-Program	of HD/ECE courses; SLOs; txt; val
Kinesiology,				
Athletics			Simple Strategies for	
and Health			Successful Weight	
Science	HLTH 131	14210.00	Management	assign; cat desc; Irng obj; moe; SLOs
Humanities	HUM 70	3995.00	History of Film	assign; Irn obj; moe; SLOs; txt
				nc: 3 un (3 hrs lecture); gr opt: Letter grade
				or Pass/No Pass; rec prep: WR 201, WR 399,
ł			Introduction to Ethnic	or ESL 201; pcs: stand alone; rpt: NR; SAM
Humanities	HUM 90	14657.00	Studies	Code: E; SLOs; TOP Code: 1510.00
				nc: 3 un (3 hrs lecture); gr opt: Letter grade
				or Pass/No Pass; rec prep: WR 201, WR 399,
l			Introduction to Asian	or ESL 201; pcs: stand alone; rpt: NR; SAM
Humanities	HUM 91	14658.00	American Studies	Code: E; SLOs; TOP Code: 1510.00
				nc: un: 3 (2 hrs lec/4 hrs lab); gr: Letter
				Grade or Pass/No Pass; SAM code: C; pcs:
				stand alone; prereq: IMA 98; rpt: NR; SLOs;
Arts	IMA 190	14699.00	Organic Modeling	TOP Code: 0614.00
				nc: un: 2.5 (1.5 hrs lec/4 hrs lab); gr: Letter
				Grade or Pass/No Pass; pcs: stand alone;
A	10.44.404	4.705.00	Portfolio Development-	SAM code: C; prereq: IMA 190; rpt: NR;
Arts	IMA 194	14/05.00	Environmental Design	SLOs; TOP Code: 0614.00
Languages				
and				assign; cat desc; lrng obj; moe; prereq: JA 1
Learning	14.2	4110.00	Posinning Inneness II	or JA 1H or two years of high school
Resources	JA 2	4110.00	Beginning Japanese II	Japanese; sch desc; SLOs; tps; txt, val;
Languages				nc: hrs: 5 lec; un: 5; gr: Letter grade or
and				Pass/no Pass; pcs: stand alone; prereq: JA 1 or 1H or two years of high school Japanese;
Learning				
Resources	JA 2H	4110.20	Beginning Japanese II Honors	rpt: NR; SAM Code: E; SLOs; TOP Code: 1108.00
Languages	JA 211	7110.20	ocenimis rabanese ii nonors	1100.00
and				
Learning				assign; cat desc; Irng obj; moe; sch desc;
1	ΙΔ 3	10330.00	Intermediate Jananese I	·
Resources	JA 3	10330.00	Intermediate Japanese I	SLOs; tps; val

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
Languages				assign; cat desc; Irng obj; moe; prereq: JA 3
and		İ		or successful completion of four years of
Learning				high school Japanese; sch desc; SLOs; tps;
Resources	JA 4	10332.00	Intermediate Japanese II	txt; val
· · · · · · · · · · · · · · · · · · ·				
Kinesiology,				
Athletics				nc: 3 hrs lec/3 un; gr: Letter Grade or
and Health				Pass/No Pass; pcs: stand alone; rpt: NR;
Science	KNES 108	14646.00	Sports Appreciation	SAM code: E; SLOs; TOP Code: 1270.00
Kinesiology,				
Athletics				
and Health				
Science	KNES 3A	14152.00	Life Fitness Center I	assign; SLOs; txt
<u> </u>				0-7 0.0
Kinesiology,				
Athletics	:			
and Health				
Science	KNES 3B	14152.10	Life Fitness Center II	assign; SLOs; txt
	25 55	21132110	End Title33 Center II	033B11, 3203, txt
Kinesiology,				
Athletics				
and Health				
Science	KNES 3C	1415 15	Life Fitness Center III	assign; SLOs; txt
Physical	INVES SC	1413.13	Life Fitness center in	331g11, 3203, txt
Sciences	LET 205	14447.00	Fundamentals of Light	crsid: LET 205 25
Business		211111100	Computer Technology and	0.514. EET 205 25
Science	LGL 202	13253.00	Electronic Research	assign; Irng obj; moe; txt; val
Business	101101	13233.00	creationic research	dusign, mig obj, moe, txt, vai
Science	LGL 208	13259.00	Wills, Trusts, and Estates	assign; Irng obj; moe; sch desc; tps; txt; val
Business	101 200	20200.00	Timo, Trades, and Estates	יייין איייין
Science	LGL 209	13260 00	Bankruptcy	assign; Irng obj; moe; tps; txt; val
Languages				assign, mig obj, moc, tps, txt, var
and				
Learning			Inroduction to Electronic	
Resources	LIB 111	14212 00	Databases	crs id: LIB 111 LIB 11
Math, CS,			Analytic Geometry and	assign; cat desc; Irng obj; moe; sch desc;
Engr	МАТН ЗА	4600.00	Calculus I	SLOs; tps; txt; val
Math, CS,		.555.55	Analytic Geometry and	assign; cat desc; Irng obj; moe; sch desc;
Engr	MATH 3AH	4600.05	Calculus I	SLOs; tps; txt; val
		1.000.03		assign; cat desc; Irng obj; moe; prereq:
Math, CS,			Analytic Geometry and	MATH 3A or 3AH ; sch desc; SLOs; tps; txt;
Engr	МАТН ЗВ	4605.00	Calculus II	val
0.		+505.00	Colculus II	Vai

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				assign; cat desc; Irng obj; moe; prereq:
				MATH 3A or 3AH and scoring at least 80%
Math, CS,			Analytic Geometry and	on the MATH 3BH Placement Test; sch desc;
Engr	матн звн	4605.10	Calculus II	SLOs; tps; txt; val
Business				
Science	MGT 125	4345.00	Organizational Behavior	cat desc; moe; SLOs; txt
Business			Introduction to International	
Science	MGT 268	3362.00	Business	assign; lrng obj; moe; SLOs; txt
Business				
Science	MGT 269	3370.00	International Marketing	assign; Irng obj; moe; SLOs; tps; txt
			Computer Applications in	
Arts	MUS 112	14148.00	Music	dc
Arts	MUS 112	14148.05	Introduction to Computer Technology	nc: 1 hr lec/3 hrs lab, 2 units; gr opt: Letter Grade or Pass/No Pass; pcs: stand alone; rec prep: MUS 1 and MUS 3; rpt: NR; SAM code: D; SLOs; TOP Code: 1005.00
Arts	MUS 256	14690 00	Intermediate and Advanced Piano Pedagogy	nc: 3hrs lec/1 hr lab; 3 un; gr: Letter grade or Pass/No Pass; rec prep: MUS 57, MUS 59 or a minimum of 4 years of piano studies; pcs: stand alone; rpt: NR; SAM Code: C; SLOs; TOP Code: 1005.00
Arts	MUS 27		History of Jazz	assign; Irng obj; moe; tps; txt
AI LS	10103 27	4623.00	mistory or Jazz	assign, img obj, moe, tps, txt
Arts	MUS 2H	14588.00	Music Theory and Culture	nc: 3hrs lec; 3 un; gr: Letter grade or Pass/No Pass; pcs: stand alone; rpt: NR; SAM Code: E; SLOs; TOP Code: 1004.00
Arts	MUS 41	4805 O1	Symphonic Wind Ensemble	dc
Arts	MUS 43		String Orchestra	dc
Arts	MUS 47		IVC Big Band	dc
Arts	MUS 80	5070.05		assign; Irng obj; moe; rec prep: Prior- completion of or concurrent enrollment in- MUS 1; tps; txt; val
Arts	MUS 81	5070.15		assign; moe; rec prep: Prior completion of or concurrent enrollment in MUS 1 Prior completion of MUS 80; sch desc; SLOs; tps; txt; val
Arts	MUS 82	5070.20	Voice III	assign; cat desc; moe; rec prep: Prior completion of or concurrent enrollment in MUS 1 MUS 81; SLOs; tps; txt; val
Humanities	PHIL 1	5260.00	Introduction to Philosophy	assign; lrng obj; moe; tps; txt

School	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
Social			Politics and Government of	assign; Irng obj; moe; rec prep: WR 201, ESL
Sciences	PS 6	9295.00	the Middle East	201, or WR 399; txt; val
Social			Introduction to the Principles	
Sciences	SRM 180	14216.00	of Sustainability	crs id: SRM 180 SRM 80
Social	31/10/ 100	14210.00	Of Sustainability	CISTU. SKIVI 180 SKIVI 80
Sciences	SRM 185	14217.00	Society and Sustainability	crs id: SRM 185 SRM 85
			Sustainable Practices and	
Social			Resource Management for	
Sciences	SRM 190	14218.00	Communities	crs id: SRM 190 SRM 90
Arts	TA 1	6365.00	Acting	assign; txt
A unto	TA 10	C40F 00	Advaignt Thronton Majoritation	
Arts	TA 10		Musical Theatre Workshop	txt
Arts	TA 12	6415.00	Directing	txt
				nc: 2 un (2 hrs lab); gr opt: Letter grade
			Cooperative Work	only; lim: Application must be approved by
			Experience: Live	CWE coordinator; pcs: stand alone; rpt: NR;
Arts	TA 168	1/385 20	Entertainment	SAM Code: C; SLOs; TOP Code: 1006.00
A1 L3	1A 108	14363.20	Entertainment	SAIVI Code: C, SLOS, TOP Code: 1006.00
				nc: 3 un (3 hrs lab); gr opt: Letter grade
			Cooperative Work	only; lim: Application must be approved by
			Experience: Live	CWE coordinator; pcs: stand alone; rpt: NR;
Arts	TA 168	14385 20	Entertainment	SAM Code: C; SLOs; TOP Code: 1006.00
	174 100	14303.20	Rehearsal and Performance-	JAN Code. C, SLOS, TOP Code. 1000.00
Arts	TA 18	6455.20		assign; moe; sch desc; ti; txt; val
	1	0.33.20	Introduction to Rehearsal	מששקה וווסכי, שכוו עבשבי, נו, נאני, יעו
Arts	TA 18A	6455 10	and Performance-Dance	moe; ti; txt; val
7 (1 (3	TA TOA	0433.10	and renormance-bance	inoe, ti, txt, vai
			Continuation of Rehearsal	
Arts	TA 18B	6455.15	and Performance-Dance	ti; moe; txt; val
Arts	TA 2		Beginning Scene Study	assign; moe; tps; txt; val
			Theatre Appreciation-	3.7, 1.7, 1.7, 1.7, 1.7, 1.7, 1.7, 1.7, 1
Arts	TA 20	6460.00	Classical Overview	assign; Irng obj; moe; ti; txt
			Theatre Appreciation-	
Arts	TA 21	6465.00	Contgemporary	assign; moe; ti; txt
Arts	TA 241A	6535.10	Irvine Valley Conservatory	txt; val
Arts	TA 241B	6535.35	Irvine Valley Conservatory	txt; val
Arts	TA 241C	6535.55	Irvine Valley Conservatory	txt; val

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.3 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Irvine Valley College: Community Education for Spring 2017

ACTION: Approval

BACKGROUND

The South Orange Community College District is known for offering high-quality, non-credit programs and fee-based classes. Irvine Valley College performs important services and fulfills a vital part of their mission by offering these classes and programs through Community Education. The Community Education programs, presenters, and accompanying compensation require the approval of the Board of Trustees.

STATUS

A variety of educational and recreational events have been planned by Irvine Valley College Community Education to serve the community during Spring 2016. Expenses for conducting these classes will be paid by the income from participant fees. Exhibit A lists the additional class offerings, presenters, and compensation.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Community Education courses, presenters and compensation.

Item Submitted By: Dr. Glenn R. Roquemore, President

South Orange County Community College District IRVINE VALLEY COLLEGE

COMMUNITY EDUCATION NOT-FOR-CREDIT PROGRAM - Spring 2017

COURSE TITLE	DATES	INSTRUCTOR	HONORARIA	FEE
Aquatic Fitness	1/17/17-5/29/17	Barbara Stockler	70% gross	\$20
Art Courses	1/17/17-5/29/17	Annette Hernandez	70% gross	\$45
Art Courses	1/17/17-5/29/17	Donna Hanna-Chase	70% gross	\$30
Art Courses	1/17/17-5/29/17	Pam Schader	70% gross	\$38
Art Courses	1/17/17-5/29/17	Sheri Cohen	70% gross	\$45
Art Courses	1/17/17-5/29/17	Teresa Fernald	70% gross	\$60
Band Rehearsal/Performance	1/17/17-5/29/17	Ed Peterson	70% gross	\$30
Band Rehearsal/Performance	1/17/17-5/29/17	Peter Fournier	70% gross	\$30
Beginning Conversational Tagalog	1/17/17-5/29/17	Lucy Jo. R. Hermann	50% gross	\$100
Business Management	1/17/17-5/29/17	Gene Konstant	50% gross	\$29-\$159
Buying & Selling on Ebay	1/17/17-5/29/17	Benjamin Schramm	50% gross	\$20
Choral Music	1/17/17-5/29/17	Cecilia Kim	70% gross	\$20
College Funding	1/17/17-5/29/17	Charles Rowan	50% gross	\$25
Comercial Real Estate Investments	1/17/17-5/29/17	Robert Kehiayan	50% gross	\$59
Computer Classes	1/17/17-5/29/17	Benjamin Schramm	50% gross	\$15
Computer Classes	1/17/17-5/29/17	Vazi Okhandiar	60% gross	\$45-\$329
Country Line Dancing	1/17/17-5/29/17	Ida Stuart	70% gross	\$20
Creative Writing	1/17/17-5/29/17	Jeffrey Briar	70% gross	\$45
Creative Writing	1/17/17-5/29/17	Kathryn Kramer	50% gross	\$30
Dance Classes	1/17/17-5/29/17	Diana Krivosheya	50% gross	\$60
Dance Courses	1/17/17-5/29/17	Dorothy Bregozzo	70% gross	\$30
Dance Courses	1/17/17-5/29/17	Marge Forehan	70% gross	\$30
E-Bay Courses	1/17/17-5/29/17	Carolyn Jacinto	50% gross	\$95-\$225
Film Genres	1/17/17-5/29/17	Kathyrn Kramer	70% gross	\$20-\$30
Film Genres	1/17/17-5/29/17	Mark Sevi	50% gross	\$20
Film Genres II	1/17/17-5/29/17	Kathryn Kramer	50% gross	\$20
Film Studies	1/17/17-5/29/17	Dov Simens	50% gross	\$395
Financial Management for Women	1/17/17-5/29/17	James Peters	50% gross	\$59
Financial Management Workshop	1/17/17-5/29/17	Charla Sue Riley	50% gross	\$49
Fitness Courses	1/17/17-5/29/17	Becki Rigali	70% gross	\$15-\$25
Fitness Courses	1/17/17-5/29/17	Beejay Janiga	70% gross	\$25
Fitness Courses	1/17/17-5/29/17	Carrie Henderson	70% gross	\$25-\$29
Fitness Courses	1/17/17-5/29/17	EJ Baldonado	70% gross	\$15-\$40
Fitness Courses	1/17/17-5/29/17	Eugenia Lane	70% gross	\$15-\$25
Fitness Courses	1/17/17-5/29/17	Jackie Ovadia	70% gross	\$20
Fitness Courses	1/17/17-5/29/17	Jada Robitaille	70% gross	\$25-\$30

COURSE TITLE	DATES	INSTRUCTOR	HONORARIA	2 of 3 FEE
Fitness Courses	1/17/17-5/29/17	Jeffrey Briar	70% gross	\$20
Fitness Courses	1/17/17-5/29/17		70% gross	\$30-\$70
Fitness Courses	1/17/17-5/29/17		70% gross	\$30
Fitness Courses	1/17/17-5/29/17		70% gross	\$25
Fitness Courses	1/17/17-5/29/17		70% gross	\$20
Fitness Courses		Lisa Messenger	70% gross	\$15-\$25
Fitness Courses	1/17/17-5/29/17		70% gross	\$36-\$60
Fitness Courses		Renee Fiore-Burton	70% gross	\$25-\$29
Fitness Courses		Sebastian Caramagno	70% gross	\$25
Free Publicity in Newspapers		Robert Gluckson	50% gross	\$40
Ham Radio	1/17/17-5/29/17			
High School & Tournament Tennis	1/17/17-5/29/17		50% gross 50% gross	\$60 \$55
Import Export Now	1/17/17-5/29/17		50% gross	\$95
Internet/Web Certificate Courses		Bill Cunningham	50% gross	\$225
Internet/Web Certificate Courses	1/17/17-5/29/17		50% gross	\$225
Internet/Web Certificate Courses	1/17/17-5/29/17		IVC receives \$29-300*pp	\$49-\$4,500
Introduction to SQL	1/17/17-5/29/17	Vazi Okhandiar	60% gross	\$399
Introduction to Stock Options	1/17/17-5/29/17	Sanjeev(Sam) Bhai	50% gross	\$250
Lean Practitioner	1/17/17-5/29/17		50% gross	\$400
Life College	1/17/17-5/29/17	Joyce Arntson	50% gross	\$400-\$600
Makeup and Skincare	1/17/17-5/29/17	Michelle Jackson	50% gross	\$65
Modern Quilting	1/17/17-5/29/17	Sandra Johnson	50% gross	\$50
Music Courses	1/17/17-5/29/17	Louise Jacobs	70% gross	\$20-\$25
Music Courses	1/17/17-5/29/17	William Nicholls	70% gross	\$35
Myths of Wealth Management	1/17/17-5/29/17	James Peters	50% gross	\$59
Navigating the Global Economy	1/17/17-5/29/17		50% gross	\$60
Navigating the Global Economy	1/17/17-5/29/17	Mark Matsumoto	50% gross	\$60
Navigating the Global Economy	1/17/17-5/29/17	Myung Han	50% gross	\$60
Notary and Loan Specialist Classes	1/17/17-5/29/17	Thomas Peauyhouse	50% gross	\$70
Personal Enrichment Courses	1/17/17-5/29/17	John Pak	50% gross	\$20-\$49
Personal Enrichment Courses	1/17/17-5/29/17	LeeAnne Krusemark	50% gross	\$29-\$99
Personal Enrichment Courses	1/17/17-5/29/17	Leslee Newman	50% gross	\$45
Personal Enrichment Courses	1/17/17-5/29/17	Richard Katz	50% gross	\$45
Piano Courses	1/17/17-5/29/17		70% gross	\$30
Retirement Planning Courses	1/17/17-5/29/17	Andrew Gordon	IVC receives \$20 *pp, \$5 spouse	\$49-\$54
Retirement Planning Courses	1/17/17-5/29/17	Rod Kamps	50% gross	\$59
Retirement Planning Courses	1/17/17-5/29/17		50% gross	\$59
Rudy On Rounds	1/17/17-5/29/17		50% gross	\$35
Savvy Social Security/Medicare Plan	1/17/17-5/29/17		50% gross	\$49
Screenwriting Courses	1/17/17-5/29/17		50% gross	\$75-\$150
Screenwriting for All	1/17/17-5/29/17		50% gross	\$50

*per person, **per session

COURSE TITLE	DATES	INSTRUCTOR	HONORARIA	FEE
Social Badminton Classes	1/17/17-5/29/17	Helen Tung	50% gross	\$45-\$75
Surviving Market Swings	1/17/17-5/29/17	James Peters	50% gross	\$59
Tennis Classes	1/17/17-5/29/17	Hyung Moon Ki	IVC receives \$1,500 per session	\$40-\$80
The Complete Financial Management	1/17/17-5/29/17	David Deutsch	50% gross	\$49
Therapeutic Yoga/Correct Breathing	1/17/17-5/29/17	Mona Ness	50% gross	\$65
Transforming Thoughts on Race	1/17/17-5/29/17	Charles Moore	50% gross	\$80
Tree of Life Health & Wellness Prog.	1/17/17-5/29/17	Jackie Ovadia	50% gross	\$90
Voice Over Classes	1/17/17-5/29/17	Voices For All Staff	50% gross	\$49

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 5.4

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Revised Certificate for the 2016-17 Academic

Year; New, Revised, and Deleted Courses for the 2017-18 Academic

Year; New Courses for the 2018-19 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, 2017-18 and 2018-19 academic years. Exhibit A includes a revised Certificate for the 2016-17 academic year. Exhibit B includes new, revised, and deleted courses for the 2017-18 academic year. Exhibit C includes new courses for the 2018-19 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 seg

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approves the proposed curriculum changes for the 2016-17, 2017-18 and 2018-19 academic years at Saddleback College as listed in Exhibits A, B and C.

Item Submitted By: Dr. Tod A. Burnett, President

SADDLEBACK COLLEGE **REVISED PROGRAM** ACADEMIC YEAR 2016-2017

Course ID

Exhibit A 1 of 1 pages

Units

Current

Gerontology Certificate Program

A multidisciplinary approach to the study of aging, the aging population, the aging process, and society's response to the increasing population of older individuals. Biological, sociological, and psychological aspects of aging are explored. The coursework provides students with information as well as training to work in services and agencies that interact and assist older individuals:

Course ID True Office	Course ID	Title	Units
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Core/Required Courses

	Select from Restricted Electives	6-9
SOC 180	Introduction to Gerontology	3
SOC 126*	Death and Dying	3
SOC 125 ±	Sociology of Aging	3
PSYC 125*	Psychology of Aging	3

Total 18-21

Restricted Electives

APSY 151 Human Relationships		
ANTH 2	Cultural Anthropology	
CCS 2	Multicultural Identities in the United States	
FN 50	Fundamentals of Nutrition	
FN 64	Nutrition Issues and Controversies	
FN 161	Nutrition for Health Occupations	
FN 171	Sanitation and Safety	
GEOG 3	World Regional Geography	
HLTH 1	Contemporary Health Issues	
HS 100	Human Services in a Changing Society	
HS 140	Group Leadership and Group Process	
HS 285	Ethical Issues/Clients' Rights	
KNES 28	Yoga	
KNES 29	Tai Chi Ch'uan 3	
SE 101	Introduction to Therapy and Rehabilitation	
50C 2	• • • • • • • • • • • • • • • • • • • •	
or		
SOC 25	Social Stratification	
SOC 10	Marriage and Family	
SOC/HIST20	Ethnic Cultures in the United States	

^{*}Course has a prerequisite, corequisite, limitation, or recommended preparation; see course

Suggested coursework not required for the major: HLTH 2: SE 102

Revised

Gerontology Certificate Program

The Gerontology Certificate Program is a multidisciplinary approach to the study of aging, the aging process, and working with older adults. Biological, sociological, and psychological aspects of aging are explored. The program aims to educate individuals seeking a career in Gerontology, pursuing advancement in their careers, and who desire to expand their knowledge for personal growth. The certificate program allows students to choose elective courses and provides suggested pathways and career objectives. Employment opportunities may include: business, marketing, environmental design, nutrition, health, recreation, fitness, food services/preparation, social/human services, senior communities, home health care, caregiving, and travel. Additional certification, degrees, and/or training may be required for the fields listed depending on the employer and occupation.

Title

Core/Requir		
SOC 180	Introduction to Gerontology	3
SOC 126	Death and Dying	3
PSYC 125*	Psychology of Aging	3
SOC 125	Sociology of Aging	3
	Select from Restricted Electives	<u>9-10</u>
		24.22
estricted Flective	Total es — <u>Pathways are suggested areas of focus, but comp</u>	21-22 Jetion of any of
e courses on the quirement.	restricted electives list can be used to complete th	e elective unit
Pathway 1 - Bus		3
ACCT 120	Introduction to Financial Planning	
BUS 116	Personal Law, Street Law	3
BUS 135	Marketing	3
HS 131	Multicultural and Diverse Populations In the United States	3
Pathway 2 - Env	vironmental Design	
ARCH 124A	Architectural Drawing I	4
ARCH 124A ARCH 219*	Residential and Commercial	4
ANCO 419"		
ABCII 465	Space Planning	4
ARCH 163	International Building Code Inspection	
ID 214*	Bath Design	3
Or		
ID 215*	Kitchen Design	3
HS 131	Multicultural and Diverse Populations	
	In the United States	3
Pathway 3 – Foo	od/Nutrition	
FN 50	Fundamentals of Nutrition	3
FN 110*	Food Preparation Essentials	3
FN 161*	Nutrition for Health Occupations	2
FN 169	Lifecycle Nutrition	3
FN 210	Servsafe in Food Production	1
FN 232*	Techniques of Healthy Cooking	2
HS 131	Multicultural and Diverse Populations In the United States	3
Pathway 4 – Hea		_
HITH 1	Contemporary Health Issues	3
HLTH 2	First AID, CPR, and Automated External	-
IILIII Z	Defibrillator	1.5
1166 222	· · · · · · · · · · · · · · · · · · ·	1.3
HSC 233	Legal and Ethical Aspects of Health	
	Information	3
HSC 291	Management of Aggressive Behavior in	
	Healthcare Settings	.5
HIT 203	Alternative Healthcare Delivery	
	System	3
MA 206	Introduction to Medical Assisting	3
HS 131	Multicultural and Diverse Populations	
	In the United States	3
Pathway 5 – Rec		
HSC/KNEA 151	Intro to Therapy and Career Exploration	_
MAIRE EA	Of Rehabilitation	3
KNES 51	Introduction to Kinesiology	3
KNES 52	Fundamentals of Human Movement	3
HS 131	Multicultural and Diverse Populations	
	In the United States	3
Pathway 6 – Hui	man Services	
HS 100*	Introduction to Human Services	3
HS 140	Group Leadership and Group Process	3
HS 174	Case Administration, Crisis Intervention	_
	And Referral	3
	Benefits and Entitlement	3
HC 220	שכוופוונג מווע בוועעפווופחנ	
HS 220	Palical Lauran (Climata) St. 14	_
HS 285	Ethical Issues/Clients' Rights	3
HS 285 SOC 10	Marriage and Family	3
HS 285		

^{*}Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

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
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs =program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled
				for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
				rec prep fr ARCH or DR 50 to DR or ARCH
ATAS	ARCH 51	428935.10	COMPUTER-AIDED DR	50 , tps, SLOs, assign
ATAS	ARCH 122	48030.00	ARCHITECTURAL PRACTIC	SLOs, assign, txt
ATAS	ARCH 124A	48040.00	ARCHITECTURAL DWG I	SLOs, assign, txt
				prereq fr ARCH 124A to None, SAM code fr
ATAS	ARCH 124B	48050.00	ARCHITECTURAL DWG II	B to C , SLOs, moe, assign, txt, val
				prereq fr ARCH 124B to None, SAM code fr
ATAS	ARCH 124C	48060.00	ARCHITECTURAL DWG III	B to C , SLOs, moe, assign, val
ATAS	ARCH 126	48070.00	MATRLS/MTHDS OF CONST	SLOs, moe, assign
ATAS	ARCH 132	48090.00	RES PLANNING & DESIGN	Irng obj, SLOs, moe, assign, txt

				SLOs, txt, pcs fr not program applicable to
ATAS	ARCH 136	48110.00	BASIC ARCH DESIGN II	program applicable
				rec prep fr ARCH/DR 50 or ARCH/DR 51 to
				DR/ARCH 50 or DR/ARCH 51, SAM code fr
ATAS	ARCH 152	48180.00	ADV CAD DESIGN	B to C , Irng obj, SLOs, assign
ATAS	ARCH 161	198060.10	PRINT PLANS SPEC READ	SLOs, assign
ATAS	ARCH 162	198080.00	CONSTRUCTION ESTIMAT.	SLOs, assign
ATAS	ARCH 163	198070.00	IBC INSPECTION	SLOs
ATAS	ARCH 164	198090.00	RESIDENTIAL INSPECT.	SLOs
ATAS	ARCH 165	198120.00	ELECTRICAL CODE INSP.	SLOs
ATAS	ARCH 189	992500.00	ST: LEED/SUSTAIN ARCH	dc
ATAS	ARCH 200	433706.00	DESIGN/AZ,RIVERSIDE	SLOs, txt
ATAS	ARCH 211	198240.00	CONCRETE INSPECTION	SLOs, assign
ATAS	ARCH 212	198135.00	PLUMBING CODES	sch desc, SLOs, moe, assign
ATAS	ARCH 213	198260.00	MECHANICAL CODES	SLOs, assign
ATAS	ARCH 218	992496.00	FOUNDN STUDIO ARCHTCT	SLOs, txt
ATAS	ARCH 219	992497.00	ARCH SPACE PLANNING	SLOs, moe, txt
				crs id fr ARCH 220 to ARCH 120, CSU GE
				code fr Not Applicable to Transferable as
				an electivedoes not fit GE pattern, cat
ATAS	ARCH 220	992495.00	REVIT AND BIM	desc, sch desc, SLOs
				crs id fr ARCH 221 to ARCH 121, CSU GE
				code fr Not Applicable to Transferable as
				an electivedoes not fit GE pattern, cat
ATAS	ARCH 221	992627.00	ADV REVIT/BIM II	desc, sch desc, SLOs
ATAS	DR 23	429627.00	ENGINEERING GRAPHICS	SLOs
ATAS	DR 51	428935.00	COMPUTER-AIDED DR	SLOs, assign
ATAS	DR 100	236020.00	FUND OF MECH DESIGN	SLOs, moe, assign, txt
ATAS	DR 101	236030.00	MECHANICAL DESIGN	SLOs, moe, assign, val
ATAS	DR 102	236040.00	MECH DESIGN PORTFOLIO	SLOs, assign, txt
ATAS	DR 120	236060.00	ENGINEERING TECH	Irng obj, SLOs, moe, assign, txt
				rec prep fr DR or ARCH 50 or 51 to
				DR/ARCH 50 or DR/ARCH 51, SAM code fr
ATAS	DR 152	48180.10	ADV CAD DESIGN	B to C , SLOs, assign
ATAS	DR 200	992630.00	3D PARAMETRIC MOD	SLOs
ATAS	DR 201	992631.00	ADV 3D PARAMETRIC	SLOs
ATAS	DR 202	992632.00	GEO DIMENSIONING	SLOs, txt
ATAS	DR 203	992633.00	GREEN DESIGN	SLOs, assign
ATAS	FASH 100	162010.05	SEW FASH DESIGN I	SLOs, moe, assign, txt
				rec prep fr FASH 100 to FASH 100 or
				equivalent experience is suggested to help
				students be successful in this course, SLOs,
ATAS	FASH 111	162010.10	SEW FASH DESIGN II	moe, assign, txt, val

				rec prep fr FASH 111 to FASH 111 or
				equivalent experience is suggested to
				assist the student to be successful in this
ATAS	FASH 112	162010.20	FASHION SEWING ADVAN	<u>class</u> , SLOs, assign, val
				rec prep fr FASH 111 to FASH 111 or
				equivalent experience is suggested to aid
				student in successful completion of this
				course, SAM code fr B to C, SLOs, moe,
ATAS	FASH 113	450210.00	COUTURE SEWING	assign, txt
				rec prep fr FASH 100 or basic sewing skills
				to FASH 100 or basic sewing skills are
				suggested to assist student to complete
ATAS	FASH 120	162170.05	TAILORING	this course successfully, cat desc, assign
				rec prep fr FASH 100 or basic sewing skills
				to FASH 100 or basic sewing skills are
				suggested to assist student to complete
				this course successfully, Irng obj, SLOs,
ATAS	FASH 124	162210.00	WEARABLE ART	assign
				rec prep fr FASH 100 or basic sewing skills
				to FASH 100 or basic sewing skills will
				assist the student to complete this class
				successfully, SAM code fr B to C, SLOs,
ATAS	FASH 132	162250.00	DRAPING FASHION DESIG	assign
				rec prep fr FASH 130 to FASH 130 or
				equivalent experience is suggested to
				assist with student success in this class,
ATAS	FASH 136	162260.00	APPAREL DESIGN	SLOs, assign, txt, val
ATAS	FASH 147	162330.05	SPECIAL EVENTS	Irng obj, SLOs, moe, assign
ATAS	FASH 150	162340.00	FASHION APPAREL & TEC	sch desc, SLOS, assign, txt
ATAS	FASH 154	162350.00	FASHION ILLUSTRATION	SLOs, assign
				rec prep fr FASH 100 or 110 to FASH 100 or
				110 or equivalent sewing experience will
				assist the student to be successful in this
ATAS	FASH 205	450038.00	CORSETS	<u>class</u> , SLOs, assign
				rec prep fr FASH 100 to FASH 100 or
				equivalent sewing experience will assist
				the student to be successful in this course,
ATAS	FASH 206	992371.00	KNITWEAR CONSTRUCTION	moe, assign, val
				rec prep fr FASH 100 and 111 to FASH 100
				and 111 or equivalent experience will
				assist the student to be successful in this
ATAS	FASH 208	992375.00	SEWING VINTAGE FASH	<u>course</u> , SLOs, assign

				rec prep fr FASH 111 and 130 to FASH 111
				and 130 or equivalent experience is
				suggested to aid in student success in this
				course, gr opt fr Pass/No Pass to Letter
ATAS	FASH 211	433959.00	ADV DRESMKG/CUSTM SEW	Grade Only, SLOs, moe, assign, txt, val
			·	rec prep fr FASH 100 to FASH 100 or
				equivalent experience is suggested to help
				with student success in this course, SLOs,
ATAS	FASH 214	433978.00	COUTURE LAB	moe, assign, txt, val
ATAS	FASH 217	198261.00	FOOTWEAR DESIGN/CONST	SLOs, moe, assign, txt
				cat desc, sch desc, Irng obj, SLOs, assign, pcs
				fr program applicable to <u>not program</u>
ATAS	FASH 223	992609.00	MILLINERY DSGN	<u>applicable</u>
ATAS	FASH 224	992608.00	ACCESSORY DESIGN	tps, SLOs, assign
ATAS	FASH 225	992595.00	APPAREL CART	SLOs, moe, assign, txt
ATAS	FASH 230	162550.00	ALTERATIONS & FITTING	tps, SLOs, moe, assign, val
ATAS	FASH 240	162625.00	DYE PROCESSES FABRICS	cat desc, sch desc, tps, SLOs, assign, txt
ATAS	FASH 254	162630.00	FASHION IN SO. CA	SLOs, moe, assign
ATAS	FASH 260	429857.10	DIGITAL FASHION IMAGE	SLOs, moe, assign, val
				SAM code fr B to C , cat desc, sch desc, SLOs,
ATAS	GC 195	374250.05	GRAPHICS STUDIO	assign, txt
ATAS	GC 210	450054.00	LETTERPRESS	tps, SLOs, assign
ATAS	GD 199	90060.00	DIG ILLUS II	tps, SLOs, assign, val
ATAS	GD 249	90061.00	BIOMED ILLUS	tps, SLOs, assign, txt
				units fr 3.0 to 4.0, hrs fr 2 lec/3 lab/0 lrng
				cntr to 3 lec/3 lab/0 lrng cntr, sch desc, tps,
ATAS	HORT 7	18150.00	INTRO LANDSCAPE DESGN	Irng obj, moe, assign
				ti fr PLANT MATERIALS HERBACEOUS
				PLANTS to PLANT MATERIALS-
				ORNAMENTAL, cat desc, sch desc, tps, Irng
ATAS	HORT 10	18010.00	PLNT MAT.HERBACEOUS	obj, SLOs, moe, assign
				ti fr PLANT MATERIALS-TREES AND SHRUBS
				to PLANT MATERIALS-EDIBLES , cat desc,
ATAS	HORT 11	18020.00	PLNT MTLS-TREES &SHRB	sch desc, tps, lrng obj, SLOs, moe, assign, txt
				cat desc, sch desc, tps, Irng obj, SLOs, moe,
ATAS	HORT 20	18060.00	INTRO TO HORT SCIENCE	assign, txt
				ti fr LANDSCAPE CAD - AUTOCAD
				FUNDAMENTALS to LANDSCAPE CAD-
				FUNDAMENTALS, units fr 3.0 to 4.0, hrs fr 2
				lec/3 lab/0 lrng cntr to 3 lec/4 lab/0 lrng
				<u>cntr</u> , cat desc, sch desc, tps, lrng obj, SLOs,
ATAS	HORT 106	430837.00	CAD FUNDAMENTALS	moe, assign, txt

				units fr 3.0 to <u>4.0</u> , hrs fr 3 hrs lec/0 hr lab/0
				hr Irng cntr to 3 hrs lec/4 hrs lab/0 hr Irng
ATAS	HORT 109	429443.00	INTRO TO PLANT DESIGN	<u>cntr</u> , tps, txt
ATAS	HORT 112	18170.00	PLANT PROPAGATION	tps, Irng obj, moe, assign
ATAS	HORT 113	18030.00	SOILS AND FERTILIZERS	tps, Irng obj, moe, assign
				ti fr HISTORY OF LANDSCAPE DESIGN
				ANCIENT THROUGH 19TH CENTURY to
				HISTORY OF LANDSCAPE DESIGN, cat desc,
ATAS	HORT 115	429488.00	HISTORY OF LAND. DSGN	SLOs, txt
				units fr 3.0 to 4.0, hrs fr 3 hrs lec/0 hr lab/0
				hr Irng cntr to 3.5 hrs lec/1.5 hrs lab/0 hr
ATAS	HORT 116	18188.00	IRRIGATION DESIGN	Irng cntr, tps, Irng obj, moe
				units fr 4.0 to 3.0, hrs fr 3.5 lec/1.5 lab/0
				Irng cntr to 2.5 lec/1.5 lab/0 lrng cntr, tps,
ATAS	HORT 120	428772.00	PEST MANAGEMENT	Irng obj, SLOs, moe, assign, txt
				units fr 1.5 to 3.0, hrs fr 1 hr lec/2 hrs lab/0
				hr Irng entr to 2.5 hrs lec/1.5 hrs lab/0 hr
ATAS	HORT 130	428773.00	HARDSCAPE FUNDAMENTAL	<u>Irng cntr</u> , Irng obj, moe, txt
				ti fr LANDSCAPE MANAGEMENT AND
				CONSTRUCTION to BUSINESS ASPECTS IN
				HORTICULTURE AND LANDSCAPE, sch desc,
ATAS	HORT 140	992782.00	LANDSCAPE MGMT/CONSTR	tps, Irng obj, SLOs, moe, assign, txt
ATAS	HORT 141	992794.00	HARDSCAPE CAD	dc
				crs id fr HORT 145 to HORT 145A, ti fr
				PLANTING DESIGN WITH NATIVE PLANTS
				to LANDSCAPE- NATIVE GARDEN DESIGN ,
				units fr 3.0 to 2.0, hrs fr 2 lec/3 lab/0 lrng
				cntr to 1 lec/3 lab/0 lrng cntr, tps, lrng obj,
ATAS	HORT 145	992789.00	DESIGN WITH NATIVES	SLOs, moe, assign
				units fr 0.5 to 1.0, hrs fr 0 lec/1.5 lab/0 lrng
				cntr to <u>0.5 lec/1.5 lab/0 lrng cntr</u> , cat desc,
				sch desc, tps, lrng obj, moe, assign, pcs fr
				not program applicable to program
ATAS	HORT 146	992783.00	PORTFOLIO DEVELOPMENT	<u>applicable</u>
				ti fr ORNAMENTAL NATIVE PLANTS
				IDENTIFICATION to NATIVE PLANTS IN THE
ATAS	HORT 166	18080.00	NATIVE PLANTS ID	URBAN LANDSCAPE
ATAS	HORT 201	433946.00	PROF PRAC DESIGN PROF	dc
ATAS	HORT 216	992637.00	IRRIGATION CAD	dc
			INTRODUCTION TO URBAN	nc, 3 units/2 hrs lec/3 hrs lab/0 hr lrng cntr,
ATAS	HORT 601	18099.00	FARMING	non-repeatable
			INTRODUCTION TO	nc, 4 units/3.5 hrs lec/1.5 hrs lab/0 hr lrng
ATAS	HORT 602	18098.00	HORTICULTURE THERAPY	cntr, non-repeatable
			INTRODUCTION TO	nc, 4 units/3.5 hrs lec/1.5 hrs lab/0 hr lrng
ATAS	HORT 603	18097.00	PERMACULTURE	cntr, non-repeatable

				nc, 4 units/3.5 hrs lec/1.5 hrs lab/0 hr lrng
ATAS	HORT 604	18096.00	FENG SHUI AND WELL BEING	cntr, non-repeatable
			LANDSCAPE DESIGN-EDIBLE	nc, 2 units/1 hr lec/3 hrs lab/0 hr lrng cntr,
ATAS	HORT 645B	18094.00	GARDEN	non-repeatable
			LANDSCAPE DESIGN-	nc, 2 units/1 hr lec/3 hrs lab/0 hr lrng cntr,
ATAS	HORT 645C	18093.00	THERAPEUTIC GARDEN	non-repeatable
			PROGRAMMING WITH	nc, 3 units/2 hrs lec 3 hrs lab/0 hr lrng centr,
BS	CIMP 600	1000236.00	PYTHON	non-repeatable
			WEB DIGITAL MEDIA-	
			PHOTOSHOP AND INTRO TO	nc, 3 units/2.5 lec hrs/1.5 lab hrs/0 lrng cntr
BS	CIMW 134	431634.00	VIDEO EDITING	hr., non-repeatable
FAMT	ARTH 102	992725.00	ART THEORY	dc
FAMT	ARTH 120	96290.00	TOUR-ART HIST/APPREC.	dc
FAMT	CTVR 2	992691.00	TV HISTORY	SLOs
				cat desc, sch desc, tps, Irng obj, SLOs,
FAMT	CTVR 3	180200.00	AMERICAN CINEMA	assign, txt
FAMT	CTVR 5	450041.00	INTERNATIONAL CINEMA	cat desc, sch desc, SLOs, assign, txt
FAMT	CTVR 7	433764.00	CROSS CULTURAL CINEMA	cat desc, sch desc, SLOs, assign, txt
FAMT	CTVR 9	429768.00	WOMEN IN CINEMA/TV	cat desc, sch desc, Irng obj, SLOs, assign, txt prereq fr Completion of or concurrent
				enrollment in ENG 1A to None, SLOs,
FAMT	CTVR 40	180260.10	TV/FILM SCRIPTWRTG I	assign, txt, val
FAMT	CTVR 100	432578.00	INTRO CINEMA,TV,RADIO	Irng obj, SLOs, moe, assign
FAMT	CTVR 110	180020.00	AUDIO PRODUCTION	tps, Irng obj, SLOs, moe, assign
FAMT	CTVR 111	180030.00	AUDIO/SOUND DESIGN	cat desc, sch desc, SLOs, moe, assign, val
FAMT	CTVR 113	180040.00	RADIO BROADCASTING	cat desc, SLOs
FAMT FAMT	CTVR 114 CTVR 115	180050.00 180090.00	RADIO STATION ACTIV. ADV RADIO PERFORMANCE	cat desc, sch desc, SLOs, moe, assign, txt tps, SLOs, moe, assign, txt

FAMT	CTVR 128	180145.00	TV/RADIO NEWS	dc
				cat desc, sch desc, Irng obj, SLOs, moe,
FAMT	CTVR 138	500200.05	ADVERTISING	assign, txt
AIVII	CIVIL 130	300200.03	ADVERTISING	ussign, txt
- A B 4-	CT) (D 4 40	400260.20	TV/FILMA CODIDTIA/DITING	
FAMT	CTVR 140	180260.20	TV/FILM SCRIPTWRITING	SLOs, assign, val
FAMT	CTVR 151	430722.00	NON-LINEAR EDITING I	SLOs, assign
FAMT	CTVR 251	430722.05	NON-LINEAR EDIT II	SLOs, assign
FAMT	CTVR 253	432293.00	DIGITAL SFX	SLOs, assign
AIVII	CTVIC 255	432233.00	DIGITALSIA	JLO3, 6331g11
			DD O DIJOTNI DESCAN FINA /TV	
FAMT	CTVR 260	450027.00	PRODUCTN DESGN FLM/TV	dc
				tps, SLOs, assign, fr repeatable 3 times to
FAMT	CWE 180	405008.00	CO-OP-ED CTVR	<u>non-repeatable</u>
FAMT	CWE 180	405009.00	CO-OP-ED CTVR	dv
				SLOs, assign, txt, fr repeatable 3 times to
FAMT	CWE 180	429361.00	CO-OP-ED CTVR	non-repeatable
FAMT	ETT 246	432264.00	THEATRE AUDIO TECHNIQ	dc
FAMT	MUS 92	432545.00	MUSICIANSHIP I	tps, Irng obj, SLOs, moe
FAMT	MUS 93	432546.00	MUSICIANSHIP II	tps, Irng obj, SLOs, moe
FAMT	MUS 118	524020.25	MULTI-TRACK RECORDING	tps, SLOs, txt
FAMT	MUS 124	992754.00	MUSIC NOTATION	dc
FAMT	MUS 130	429751.00	MUSIC PRODUCTION I	tps, SLOs

				SLOs, pcs fr not program applicable to
FAMT	MUS 131	429752.00	MUSIC PRODUCTION II	program applicable
FAMT	MUS 132	429754.00	INTRO TO MUSIC TECH	tps, Irng obj, SLOs, txt
FAMT	MUS 232	433694.00	CHORAL TECHNIQUES	dc
FAMT	MUS 233	992466.00	TREBLE CHORUS	dc
				nc, lim of <u>Instructor permission to ensure</u>
				that students have the jazz improvisational
				and theoretical knowledge and skills to
				succeed in the course expectations, rec
				prep MUS 10 or MUS 46, 3 units/3 hrs lec/1
FAMT	MUS 678	542061.00	JAZZ IMPROVISATION II	hr lab/0 hr Irng cntr, non-repeatable
FAMT	TA 18	824000.10	REH&PERFORMANCE:DANCE	dc
FAMT	TA 212	992462.00	MUS THEATRE MOV DANC	dc
FAMT	TA 213	450082.00	PUPPET-MAKING	dc
				cat desc, sch desc, tps, SLOs, moe, assign,
KNES	DANC 9	680050.00	CHOREOGRAPHY	txt
				cat desc, sch desc, tps, SLOs, moe, assign,
KNES	DANC 10	680060.00	DANCE PRODUCTION	txt
				cat desc, sch desc, tps, SLOs, moe, assign,
KNES	DANC 10	680060.05	DANCE PRODUCTION	txt
KNES	DANC 12	992750.00	INT DANCE PRODUCTION	cat desc, sch desc, tps, SLOs, assign, txt
				cat desc, sch desc, tps, SLOs, moe, assign,
KNES	DANC 14	992733.00	INT DANC REH AND PERF	txt
KNES	DANC 60	992355.05	INTRO TO TAP DANCING	dv
KNES	DANC 61	992356.05	TAP DANCING LEVEL I	dv
KNES	DANC 62	992357.05	INTER. TAP DANCING	dv
KNES	KNEA 152	429116.10	ADAPTED KINES ASSTING	dc
KNES	KNES 17	432280.05	BEGINNING BOWLING	dv
KNES	KNES 18	432280.15	INTERMEDIATE BOWLING	dv
KNES	KNES 45	674800.05	ADV. WATER POLO(COED)	dv
KNES	KNES 45	674800.10	ADV. WATER POLO(COED)	dv
KNES	KNES 74	675190.05	SLOW PITCH SOFTBALL	dv
KNES	KNES 74	675190.10	SLOW PITCH SOFTBALL	dv
KNES	KNES 80	675310.05	ADVANCED FOOTBALL	dc
				crs id fr CD 101 to <u>CDE 101</u> , rec prep fr CD -
				107 and ENG 200, 340 to CDE 7 or CDE 7H,
			PRINCIPLES AND PRACTICES	ENG 200, and ENG 340, gr opt fr GR to GN,
			OF TEACHING YOUNG	cat desc, sch desc, tps, lrng obj, SLOs, moe,
SBS	CD 101	433414.00	CHILDREN	assign, txt, val

				crs id fr CD 110 to CDE 110, pre reg fr None
				to <u>CDE 7 or CDE 7H, CDE 15, and CDE 101</u>
				lim fr Current proof of negative TB test
				result to Proof of current state mandated
				immunizations and negative TB test
				required for participation, rec prep fr CD-
				107 and ENG 200, 340 to ENG 200 and 340,
			INTRODUCTION TO	gr opt fr GR to GN, cat desc, sch desc, tps,
SBS	CD 110	416080.00	CURRICULUM	Irng obj, SLOs, moe, assign, txt, val
				crs id fr-CD 111 to CDE 111, rec prep fr ENG-
				200 and 340 to ENG 200 and ENG 340 , gr
			CHILD GUIDANCE AND	opt fr GR to GN , cat desc, sch desc, tps, Irng
SBS	CD 111	416230.00	COMMUNICATION	obj, SLOs, moe, assign, val
				crs id fr CD 112 to CDE 112, rec prep fr CD
				101, 107, 110, ENG 200, 340 to CDE 101,
				CDE 7 or CDE 7H, ENG 200, and ENG 340, gr
			HEALTH, SAFETY, AND	opt fr GR to GN , cat desc, sch desc, tps, Irng
SBS	CD 112	432508.00	NUTRITION	obj, SLOs, moe, assign, val
				crs id fr CD 113 to CDE 113, ti fr MATH AND
				SCIENCE IN EARLY CHILDHOOD to MATH
				AND SCIENCE CURRICULUM EARLY
				CHILDHOOD EDUCATION, rec prep fr CD-
				101, 107, 110, ENG 200, 340 to CDE 101,
				CDE 7 or CDE 7H, CDE 110, ENG 200, and
				ENG 340, gr opt fr GR to GN cat desc, sch
			MATH AND SCIENCE IN EARLY	desc, tps, Irng obj, SLOs, moe, assign, txt,
SBS	CD 113	416140.00	CHILDHOOD	val
				crs id fr CD 114 to CDE 114, ti fr CREATIVE
				AND DRAMATIC ARTS IN EARLY
				CHILDHOOD to CREATIVE ART
				CURRICULUM FOR YOUNG CHILDREN, rec
				prep fr CD 101, 107, 110, ENG 200, 340 to
				CDE 101, CDE 7 or CDE 7H, CDE 110, ENG
				200, and ENG 340, gropt fr GR to GN, cat
			CREATIVE AND DRAMATIC	desc, sch desc, Irng obj, SLOs, moe, assign,
SBS	CD 114	406105.00	ARTS IN EARLY CHILDHOOD	val
				crs id fr CD 115 to CDE 115, ti fr LITERACY
				IN EARLY CHILDHOOD to LITERACY
				CURRICULUM IN EARLY CHILDHOOD
				EDUCATION, rec prep fr CD 101, 107, 110,
				ENG 200, 340 to CDE 101, CDE 7 or CDE 7H,
				CDE 110, ENG 200, and ENG 340, gr opt fr
			LITERACY IN EARLY	GR to GN, cat desc, sch desc, tps, Irng obj,
SBS	CD 115	416130.00	CHILDHOOD	SLOs, moe, assign, txt, val

				crs id fr CD 117 to CDE 117, rec prep fr CD
				101, 107, 110, ENG 200, 340 to CDE 101,
				CDE 7 or CDE 7H, CDE 110, ENG 200, and
				ENG 340, gr opt fr GR to GN, cat desc, sch
			TEACHING IN A DIVERSE	desc, tps, Irng obj, SLOs, moe, assign, txt,
SBS	CD 117	416070.00	SOCIETY	val
		12007070		crs id fr CD 120 to CDE 120, rec prep fr CD
				101, 110, ENG 200, 340 to CDE 101, 110,
				ENG 200, and ENG 340, gr opt fr GR to GN,
			OBSERVATION AND	cat desc, sch desc, tps, Irng obj, SLOs, moe,
SBS	CD 120	416040.00	ASSESSMENT	assign, val
				crs id fr CD 121 to CDE 121, prereq fr CD
				110 & CD 120 to CDE 110, CDE 7 or CDE 7H,
				CDE 15, CDE 101 and CDE 120, rec prep fr
				CD 101, 110, ENG 200, 340 to CDE 113, CDE
				114, CDE 115, and ENG 200, lim fr-TB test
				results on file in the Student Health Center
				to Proof of current state mandated
				immunizations and negative TB test
				required for participation, ti fr
				PRACTICUM: THE STUDENT TEACHING
				EXPERIENCE to PRACTICUM - THE
				STUDENT TEACHING EXPERIENCE, SAM
				Code fr C to B , gr opt fr GR to GN , cat desc,
			PRACTICUM: THE STUDENT	sch desc, tps, Irng obj, SLOs, moe, assign,
SBS	CD 121	416160.10	TEACHING EXPERIENCE	txt, val
				crs id fr-CD 123 to CDE 123, rec prep fr CD
				101, ENG 200, 340 to CDE 101, ENG 200,
			INFANT AND TODDLER	and ENG 340, gr opt fr GR to GN, cat desc,
SBS	CD 123	416055.00	DEVELOPMENT	sch desc, tps, SLOs, assign, txt, val
				crs id fr CD 125 to CDE 125, rec prep fr CD
				101, ENG 200 and 340 to CDE 101, ENG
				200, and ENG 340, gr opt fr GR to GN, cat
			SCHOOL-AGE BEFORE AND	desc, sch desc, tps, Irng obj, SLOs, moe,
SBS	CD 125	431635.00	AFTER SCHOOL PROGRAMS	assign, txt, val
				crs id fr CD 127 to <u>CDE 127</u> , rec prep fr CD
				101, 110, ENG 200 to CDE 101, CDE 110,
				ENG 200, and ENG 340, gr opt fr GR to GN,
			ADULT SUPERVISION AND	cat desc, sch desc, Irng obj, SLOs, moe,
SBS	CD 127	430818.00	MENTORING	assign, val
				crs id fr CD 128 to CDE 128, rec prep fr CD
				101, 110, ENG 200, 340 to CDE 101, CDE
			ADMINISTRATION I -	110, ENG 200, and ENG 340, gr opt fr GR to
			PROGRAMS IN EARLY	GN , cat desc, sch desc, Irng obj, SLOs, moe,
SBS	CD 128	416200.00	CHILDHOOD EDUCATION	assign, txt, val

				crs id fr-CD 129 to CDE 129, rec prep fr CD
				101, 110, ENG 200, 340 to CDE 101, CDE
			ADMINISTRATION II-	110, ENG 200, and ENG 340 , gr opt fr GR to
			PERSONNEL & LEADERSHIP	GN , cat desc, sch desc, SLOs, moe, assign,
SBS	CD 129	416210.00	EARLY CHILDHOOD ED	txt, val
000	05 123	120220.00		crs id fr CD 133 to <u>CDE 133</u> , rec prep fr CD
				101, 110, 123, ENG 200 and 340 to CDE
				101, CDE 110, CDE 123, ENG 200, and ENG
			CARE AND EDUCATION FOR	340, gr opt fr GR to GN, cat desc, sch desc,
SBS	CD 133	416060.00	INFANTS AND TODDLERS	SLOs, assign, txt, val
		1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
				crs id fr CD 135 to <u>CDE 135</u> , rec prep fr CD
				101, 105, 107, 110, ENG 200, 340 to CDE
				101, CDE 15, CDE 7 or CDE 7H, CDE 110,
			INTRODUCTION TO CHILDREN	ENG 200, and ENG 340, gr opt fr GR to GN,
SBS	CD 135	450180.00	WITH SPECIAL NEEDS	cat desc, sch desc, tps, SLOs, assign, txt, val
				, , , , , , , , , , , , , , , , , , , ,
				crs id fr CD 140 to <u>CDE 140</u> , rec prep fr CD
				101, 105, 107, 110, ENG 200, 340 to CDE
			CURRICULUM AND	101, CDE 15, CDE 7 or CDE 7H, CDE 110,
			STRATEGIES FOR CHILDREN	ENG 200, and ENG 340, gr opt fr GR to GN,
SBS	CD 140	450181.00	WITH SPECIAL NEEDS	cat desc, sch desc, tps, SLOs, assign txt, val
				crs id fr CD 15 to CDE 15, rec prep fr ENG-
				200 and 340 , to ENG 200 and ENG 340 , gr
			CHILD, FAMILY, AND	opt fr GR to GN , cat desc, sch desc, tps,
SBS	CD 15	992365.00	COMMUNITY	SLOs, moe, assign, txt, val
				crs id fr CD 250 to CDE 200, SAM code fr C
			GARDENING WITH YOUNG	to D , gr opt fr GR to GN , cat desc, sch desc,
SBS	CD 250	450192.00	CHILDREN	tps, Irng obj, SLOs, moe, assign
				crs id fr CD-7 to CDE 7, rec prep fr-ENG 200-
				and 340, to ENG 200 and ENG 340, gr opt fr
				GR to GN, cat desc, sch desc, tps, Irng obj,
SBS	CD 7	992366.00	CHILD GROWTH DEVELOP	SLOs, moe, assign, txt, val
				crs id fr EDUC 118 to CDE 118, cat desc, sch
				desc, tps, Irng obj, SLOs, moe, assign, txt,
SBS	EDUC 118	416090.10	EXCEPTIONAL CHILDREN	val
				crs id fr EDUC 131 to CDE 131, cat desc, sch
				desc, tps, Irng obj, SLOs, moe, assign, txt,
SBS	EDUC 131	254020.00	EDUCATIONAL PSYCHOLOGY	val
				crs id fr-EDUC 41 to CDE 41, un fr 4 to 3, cat
SBS	EDUC 41	450194.00	SECONDARY TEACHING	desc, sch desc, tps, SLOs, moe, assign
				crs id fr EDUC 90 to CDE 90, rec prep fr ENG-
				300, 340, CD 107 to ENG 200, ENG 340, and
			INTRO TO ELEMENTARY	CDE 7 or CDE 7H, cat desc, sch desc, tps,
SBS	EDUC 90	432604.00	EDUCATION	SLOs, moe, assign, val

			HISTORY OF ENGLAND TO	
SBS	HIST 40	404270.00	1688	dc
			SOCIAL AND ECONOMIC	
SBS	HIST 7	429276.00	HISTORY OF THE U.S. TO 1876	dc
			SOCIAL AND ECONOMIC	
			HISTORY OF THE U.S., 1877 TO	
SBS	HIST 8	429277.00	THE PRESENT	dc

SADDLEBACK COLLEGE PROPOSED NEW COURSES ACADEMIC YEAR 2018-2019

Division	Course Id	Catalog Id	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
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship,
				B=advanced occupational, C=clearly occupational,
				D=possibly occupational, E=non-occupational
				sch desc=schedule description SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled
				for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
			ADAPTED WATER EXERCISE	nc, 0.5 unit/0.5 hr lec/0.5 hr lab/0 hr lrng
KNES	KNEA 665	692140.20	AND AEROBICS	cntr, non-repeatable
			ADAPTED WATER EXERCISE	nc, 1 unit/0.5 hr lec/1.5 hrs lab/0 hr lrng
KNES	KNEA 666	692140.00	AND AEROBICS	cntr, non-repeatable
			ADAPTED WATER EXERCISE	nc, 1.5 units/1 hr lec/2 hrs lab/0 hr lrng
KNES	KNEA 667	692140.10	AND AEROBICS	cntr, non-repeatable
KIVES	KINEA 007	032140.10	AND ALKODICS	nc, 0.5 unit/0.5 hr lec/0.5 hr lab/0 hr lrng
KNIEC	KNIE A CCO	602141 20	A D A DTED CVAVIDADAINIC	
KNES	KNEA 668	692141.20	ADAPTED SWIMMING	cntr, non-repeatable
				nc, 1 unit/0.5 hr lec/1.5 hrs lab/0 hr lrng
KNES	KNEA 669	692141.00	ADAPTED SWIMMING	cntr, non-repeatable
				nc, 1.5 units/1 hr lec/2 hrs lab/0 hr lrng
KNES	KNEA 670	692141.10	ADAPTED SWIMMING	cntr, non-repeatable

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 5.5

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College - Grant Acceptance - Behavioral Health

Workforce Education and Training for Paraprofessionals Grant

(BHWET)

ACTION: Approval

BACKGROUND

On July 1, 2016 Saddleback College submitted an application for funding to the U.S. Department of Health and Human Services, Health Resources and Services Administration (HHS-HRSA) in response to the Behavioral Health Workforce Education and Training for Paraprofessionals grant (BHWET). The purpose of this program is to develop and expand the nation's substance abuse and mental health workforce with an emphasis on training to meet the needs of children, adolescents, and transitional-age youth who are at risk for mental illness, substance abuse, and suicide.

BHWET will be housed under the Division of Health Sciences and Human Services. Funds will be used to: 1) Support students with tuition, fees, and supplies to complete a certificate program in a behavioral health-related field; 2) Recruit a diverse group of students in terms of race/ethnicity, socio-economic status, and other demographic factors, who are interested in pursuing a behavioral health-related paraprofessional certificate; 3) Establish partnerships with organizations and community partners to assure recruitment of students from diverse backgrounds, provide opportunities for field placements, career development, and job placement services; 4) Evaluate the program, collect needed program information, and disseminate findings to appropriate audiences.

STATUS

On September 23, 2016, the HHS-HRSA notified Saddleback College of its intent to award a grant in the amount of \$211,271 for its BHWET program with a grant term (12 months) starting October 1, 2016 ending September 29, 2017.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees accept the award of \$211,271 from U.S. Department of Health and Human Services, Health Resources and Services Administration for the Behavioral Health Workforce Education and Training for Paraprofessionals (BHWET) grant, funding number HRSA-16-193, starting October 1, 2016 ending September 29, 2017.

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 (XX) GRANT ACCEPTANCE ABSTRACT () GRANT RENEWAL ACCEPTANCE ABSTRACT () REVISIONS TO ACCEPTANCE ABSTRACT

- 1. PROJECT TITLE: Behavioral Health Workforce and Educational Training
- 2 PROJECT DIRECTOR: Kim Branch-Stewart
- 3 PROJECT ADMINISTRATOR: Donna Rane-Szostak
- 4 GRANTOR AGENCY: Health Resources Services Administration
- 5 FUNDING SOURCE: United States Department of Health and Human Services
- 6 START AND END DATES OF PROJECT: October 1, 2016 -September 29, 2017
- 7. EXECUTIVE SUMMARY OF THE PROJECT (limit 125 words): The Behavioral Health Workforce and Educational Training for Paraprofessionals grant will be housed under the Division of Health Sciences and Human Services. Funds will be used to: 1) Support students with tuition, fees, and supplies to complete a certificate program in a behavioral health-related field; 2) Recruit a diverse group of students in terms of race/ethnicity, socio-economic status, and other demographic factors, who are interested in pursuing a behavioral health-related paraprofessional certificate; 3) Establish partnerships with organizations and community partners to assure recruitment of students from diverse backgrounds, provide opportunities for field placements, career development, and job placement services; 4) Evaluate the program, collect needed program information, and disseminate findings to appropriate audiences.

8. SUMMARY BUDGET

Grant	In Kind	Indirect	Project
Award	Matching	Costs	Total
\$208,948	\$0	\$2,323	\$211,271

9. APPROVALS

Division/School Dean

Vice President of Instruction

Vice President Administrative Services

President

Vice Chancellor of Learning Services

Director of Fiscal Services

Chancellor

Revised: 9-10-01

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	\$ <u>9,355</u>		
2000 Classified Salaries	\$ 11,400		
3000 Benefits	\$ 7,786		
4000 Supplies	\$ 0		
5000 Contracted Services and Other Expenses	\$ <u>180,407</u>		(Student tuition, material, fees, etc.)
6000 Capital Outlay	\$		
Other Charges (e.g.: Indirect Charges)	\$ 2,323		
TOTALS	\$ 211,271		

^{*}Matching Funds: "In-Kind" matching funds are usually allocations of existing personnel, space, supplies, and equipment.

PROJECT PERSONNEL (reflects the Expenditure Detail above)

Positio	ons	Full-Time	Part-Time	New	Existing
1.	Faculty	[X]	[X]	[]	[X]
2.	Classified	[X]	[X]	[]	[X]

PARTNERSHIPS (if applicable)

CSU Fullerton Recovery Education Institute Various/Multiple Employer partners acting as internship sites

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM:

DATE: 12/12/16

5.6

TO: Board of Trustees

FROM: Dr. Debra Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College, Board Room Audio Visual System,

Award of Bid No. 342D, Western Audio Visual

ACTION: Approval

BACKGROUND

The Ronald W. Reagan Board of Trustees meeting room at SOCCCD / Saddleback College hosts monthly board meetings as well as special board meetings. The audio visual equipment used to serve these meetings is outdated and needs replacement.

<u>STATUS</u>

On November 4 and 11, 2016, SOCCCD ran a newspaper advertisement requesting bids for Board Room Audio Visual System project at SOCCCD. The request for bids was also posted on the district web site. On November 16, 2016, eight bidders attended the mandatory job walk. On November 23, 2016, three bids were received. The lowest bid meeting all specification requirements was submitted by Western Audio Visual in the amount of \$189,582.14 (EXHIBIT A). District staff has reviewed the bids and recommends approval.

Funds are available in the general fund.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees award Bid No. 342D, Board Room Audio Visual System project at SOCCCD and approve the agreement (EXHIBIT B) with Western Audio Visual in the amount of \$189,582.14.

Bid No. 342D Board Room Audio Visual System Project SOCCCD @ Saddleback College

December 12, 2016

CONTRACTORS	LOCATION	AMOUNT
Digital Networks Group, Inc.	Lake Forest, CA	\$215,272.00
Golden Star Technology, Inc.	Cerritos, CA	\$208,466.83
Western Audio Visual	Carlsbad, CA	\$189,582.14

^{*}Recommended Award

AGREEMENT – CONSTRUCTION SERVICES, BOARD ROOM AUDIO VISUAL SYSTEM AT SADDLEBACK COLLEGE, SOCCCD, WESTERN AUDIO VISUAL

THIS AGREEMENT, dated the _	day of	, 201	, in the County	of Orange, St	tate of Califor	nia,
is by and between South Oran	ge County Communit	y College District,	(hereinafter r	eferred to as	"DISTRICT"),	and
Western Audio Visual, (hereina	fter referred to as "CC	ONTRACTOR").				

The DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

- 1. CONTRACTOR agrees to complete the Project known as SOCCCD Board Room Audio Visual System at Saddleback College District Bid #342D 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, 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.
- 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 One Hundred Eight-Nine Thousand Five Hundred Eighty-Two Dollars and Fourteen Cents (\$189,582.14).
- 4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed or December 19, 2016 whichever is sooner and shall be completed by January 13, 2017.
- 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 One Thousand Dollars(\$1,000) 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.

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 Jay Schnell, whose title is President, 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.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.7 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Approval

BACKGROUND

Outside speakers may be invited by administrators, faculty members, or recognized student groups to speak at events open to the public.

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges and/or ATEP since the last board meeting. Travel expenses and/or honorarium for speakers must be recommended by the Chancellor or college president and submitted to the Board prior to reimbursement of travel expenses or payment of honorarium.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the general fund honoraria as shown in Exhibit A.

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

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

Presentation Date	Faculty Member Course Title/Activity	Speaker Name	Topic	General Fund Honorarium/Travel
11/16/16	Renee Garcia Anthropology	Mohammed Haq	Race and Politics	\$300
1/20/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Marissa Roth	One Person Crying: Women in War	\$300
1/27/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Professor Randy Hardick	Who is Going to Save You Anyway?	\$100
2/3/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	John Jung	Learning the Chinese American History That Was Left Out of School Books	\$100
2/10/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Dr. Becky Martinez	Engaging Across the Identities of Race, Class, and Age	\$500
2/24/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Betty Tom Chu	Being Positive Facing Discrimination	\$100
3/3/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Mortezqa (Reza) Abedi	American Wings, Iranian Roots	\$300
3/10/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Dr. Ahmed Soboh	Being Muslim in America \$1	
3/17/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Bruce Hall	Blind Sightedness \$300	
3/31/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Karen Blanco & John Reynolds	Inner Voices	\$200 (\$100/ea)

4/7/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Denise Welch	Senior Scams and Lost Dollars	\$100
4/14/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Terence Nelson	Journey Home: Our Modern Day United States Military Veterans Transition to Civilian Life	\$100
4/21/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Henryk Szostak	Alaska to Ushuaia	\$100
4/28/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Michelle Wulfestieg	Hospice, Getting it Right	\$100
5/5/17	Rob Henry HUM 204X Modern World Culture: 1700 – Present (EI)	Audra DiPadova	Innovating Standard of Care for Pediatric Cancers	\$500

IRVINE VALLEY COLLEGE

Presentation Date	Faculty Member Course Title/Activity	Speaker Name	Topic	General Fund Honorarium/Travel
None				

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.8 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Contract for Software Development and Project

Management, Neudesic LLC

ACTION: Approval

<u>BACKGROUND</u>

The Student Information System (SIS) is a core mission critical system, providing direct services to students and faculty as well as administrators, managers, and staff at the colleges.

In order to support current SIS-related software projects, the District is in need of expertise in the area of software development and project management. Neudesic LLC provides these services and is familiar with SOCCCD's systems and development approach. The board approved a contract with Neudesic, LLC on November 17, 2014 following a "Request for Qualifications and Proposals" process for Information Technology Consultant Services.

STATUS

The following SIS-related project was prioritized by the District-wide Technology Committee (DTC) and approved by the Basic Aid Allocation Recommendation Committee (BAARC) for funding and development during FY 2015-2016:

Capture and report positive attendance hours electronically

District IT is proposing that Neudesic LLC assist by providing software development and project management services for this project.

Funding for these software development services is provided by the FY 2015-2016 basic aid allocation.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the work order with Neudesic LLC (EXHIBIT A) for an amount not to exceed \$198,000 for the term of December 13, 2016 through June 30, 2017.

Item Submitted by: Dr. Robert Bramucci, Vice Chancellor, Technology & Learning Services and C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT WORK ORDER FOR INFORMATION TECHNOLOGY CONSULTANT SERVICES

To:

Neudesic, LLC 8105 Irvine Center Drive, Suite 1200 Irvine, CA 92618

PO Number:

A contract between IT Consultant and South Orange County Community College District for IT Services was approved on November 17th, 2014. Based on that contract, IT Consultant shall complete the following projects, at the rates specified in the contract as described below:

Item	Description	Start	End	Not to
		Date	Date	Exceed Amt.
1	Develop new functionality within SIS to automate the capture and submission of daily positive attendance hours for classes that require the positive attendance method of instruction. Services will consist of: project management, business analysis, database management, software development, and testing/quality assurance.	12/13/16	6/30/17	\$198,000

Work order approved by: DISTRICT	Accepted by: IT CONSULTANT	
South Orange County Community College District	Neudesic, LLC	
Dr. Debra L. Fitzsimons Interim Chancellor	Parsa Rohani Chief Executive Officer	
(Date)	(Date)	
Dr. Robert Bramucci Vice Chancellor, Technology and Learning Services		
(Date)		

ITEM: 5.9 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Student Out-of-State Travel

ACTION: Approval

BACKGROUND

The Saddleback College and Irvine Valley College are committed to offering high quality educational opportunities to their students which may include travel out of state for attendance at conferences and other activities which are in connection with courses of instruction or school-related social, educational, cultural, athletic, or college music activities and/or performances. Student travel shall the follow guidelines as listed in the board policy BP-6125 Student Travel: Field Trips and Excursions.

STATUS

The student out-of-state travel items listed in EXHIBIT A have been reviewed by college faculty and administration, along with appropriate business services staff for adherence to all requisite activities and conditions associated with student travel. Faculty and staff advisors traveling with students are listed along with the college, trip dates, location, costs and funding source related to the travel. For course related travel, the course name and catalog number are included along with course credit values.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus. Advisors will ensure all students have appropriate risk management forms completed.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the colleges' student out-of-state travel for the participants, dates, locations, courses and costs as listed in EXHIBIT A.

Item Submitted By: Dr. Glenn R. Roquemore, President, Irvine Valley College Dr. Tod A. Burnett, President, Saddleback College

C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

Out of State Student Travel 12/12/2016 Board of Trustees Meeting

Student Group Travel

Description of Trip, Location	Trip Dates Inclusive, to/from	Group, Club	No. of students	No. of faculty	Cost Per Student	College Cost	Total Cost (student plus college)	Funding Source(s)	College
College Band Directors	3/14/17 to	IVC Wind	6	2	\$240	\$0	\$11,000	ASIVC and	IVC
National Association (CBDNA)	3/19/17	Symphony				General		Instrumental	
2017 National Conference at						Fund		Music Area	
the University of Missouri,								Foundation	
Kansas City								Account	
Phi Rho Pi National Forensics	4/5/17 to	Saddleback	14	5	\$1,488	\$2,537	\$33,517	General Fund	SC
Tournament, Washington	4/15/17	Speech,				for faculty		and	
D.C.		Theater, and				coaches		Foundation	
		Debate team							
The Regional 49 Kennedy	2/14/17 to	Saddleback	Up to	1	\$415	\$1,038.32	\$10,169	General Fund	SC
Center American College	2/18/17	College	22			for faculty		and	
Theatre Festival (KCACTF),		Department				coach		Foundation	
Mesa, Arizona.		of Theatre							
		Arts							
H.F.O. Forensics Tournament,	1/14/2017	Saddleback	8	2	\$1,295	1,280 for	\$12,620	General Fund	SC
Bradley University, Peoria,	to	Speech and				faculty			
Illinois	1/15/2017	Debate team				coaches			
Inauguration of the 45 th	1/17/17 to	Associated	Up to	1	\$230	\$0	\$2300	Associated	SC
President of the United States	1/22/17	Student	10			General		Student	
		Government				Fund		Government	

Student Course Travel (Board approved curriculum)

Course Name and Catalog Number	Trip Dates Inclusive, to/from	Location of travel	Course fee per student (if appropriate)	Enrollment Capacity	Number of Units for course	Total Cost (Course Fee plus number of units)	College
Geog 102: Geography Field Studies	7/22/2017 to 7/31/2017	Hawaii Volcanoes National Park, <i>Hawaii Island</i>	\$624	22	2	\$712	IVC

ITEM: 5.10 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Trustees' Requests for Attending Conferences

ACTION: Approval

BACKGROUND

The Orange County Department of Education requires that all travel/mileage expenses claimed by Trustees for official college business be approved by the Board of Trustees as well as their requests to attend upcoming conferences and meetings.

STATUS

The official trips reported in Exhibit A require Board approval for payment by the County of Orange.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the Trustees' requests for attending conference(s) as shown in Exhibit A. The schedule of events is included in Exhibit B.

Item Submitted By: Debra L. Fitzsimons, Interim Chancellor

TRUSTEE ATTENDANCE AT CONFERENCES AND MEETINGS

Trustees wishing to attend:

EVENT/LOCATION	DATE(s)*	ESTIMATED COST** (per person)	TRUSTEE REQUESTED ITEM:	TRUSTEE(S) ATTENDING
AGB New Business Models for Higher Education: A Focus on Prosperity in a Challenging Competitive Environment Renaissance Los Angeles Airport Hotel Los Angeles, CA	February 20, 2017	\$349*		
AGB National Conference on Trusteeship Hotel Anatole Dallas, TX	April 2-4, 2017	\$2,560*		
CCLC Annual Trustees Conference Ritz-Carlton, Lake Tahoe Lake Tahoe, CA	May 4-7, 2017	\$2,745*		
ACCT Governance Leadership Institute: New & Experienced Trustees & Presidents ACCT Conference Center Washington, DC	June 12-14, 2017	\$2,975*		

 ^{*} The figure in parentheses is the estimated number of nights lodging
 ** The amount listed includes estimated airfare, lodging, meals, and other expenditures



EVENTS & PROGRAMS



PREVIOUS EVENT

NEXT EVENT >

New Business Models for Higher Education: A Focus on Prosperity in a Challenging Competitive Environment

FEBRUARY 20, 2017 LOS ANGELES, CALIFORNIA

10:15 am - 3:00 pm

The change in higher education's competitive landscape has become a challenge for colleges and universities across the country. Institutions struggle to match revenues with expenditures, while simultaneously trying to cope with lower net revenue per student, rising labor costs, evolving consumer behaviors, and shifting student demographics. As a result, institutions are forced to address critical business model issues. Governing boards, as the fiduciaries of the institution, have an opportunity to lead in this area by partnering with the administration to address key business model issues.

Join AGB for this workshop that provides board members and administrators with insights their institutions need to prosper in a time of uncertainty. Sessions at the workshop will address such topics as:

- · Innovations taking place outside of the academy walls
- Institutional financial statements with a focus on quality of performance
- Funding models
- · Revenue growth initiatives and planning
- Developing institutional plans for investments of sustainability

Board leaders and administrators are encouraged to attend together, so that as a team they can gain new insights into the macro trends shaping higher education; understand the rapid pace of change of innovation outside of the academy; acquire alternative strategies for revenue growth; and, develop a strategy and framework to return to their institutions for additional consideration and discussion for engagement on campus.

Schedule

10:15 am

Welcome

10:20 am

Competitive Landscape of Higher Education

A focused look at the competition for today's traditional and non-traditional students and ideas for ways your institution can focus its priorities to attract, retain, and graduate its students.

11:15 am

Macro Trends

A review the of the macro trends facing higher education today and the impact each of these trends will have on your institution's future.

12:30 pm

Innovations Occurring Outside of the Academy (Working Lunch)

What is your institution learning from these innovations and how is your institution using these innovations to change practices?

1:15 pm

New Business Models

Discussion about revenue growth opportunities; importance of realistic strategic plans; linkage of strategic planning with fiscal and revenue plans; academic prioritization; integration/importance of technology assets.

2:15 pm

Key Metrics Boards Should Monitor

Trustees should review indicators that monitor educational quality as well as financial performance in their dashboards. Cooperating in the process of developing and regularly reviewing dashboard indicators can help the board engage with administrators and keep the institution's evolving priorities aligned with emerging trends and business models.

2:30 pm

Generational Expectations

As we begin to welcome a new generation of students, is your institution preparing for the expectations of this generation?

EXHIBIT B

Page 3 of 11

3:00 pm

Adjournment

REGISTER NOW

REGISTRATION AND REFUND POLICY -

Refund policy: All requests for cancellations and refunds must be submitted by the registrant(s) to cancellations@agb.org. AGB will issue a full refund if written notification of cancellation is provided by 5 pm on January 20, 2017. There will be no refunds issued after January 20, 2017. If you are unable to attend, a substitute is welcome in your place at no additional charge. Substitution requests must be submitted to cancellations@agb.org. AGB is not responsible for any cancellation/change charges assessed by airlines, travel agents, or hotels.

Registration Price: \$249

Registration Price (Non Member): \$349

ACCOMMODATIONS AND TRAVEL -

Accommodations

The Business Model Workshop will be held at the <u>Renaissance Los Angeles Airport Hotel</u>. 9620 Airport Boulevard Los Angeles, CA 90045

AGB's room block for this workshop will open in September.

FUTURE MEETING DATES >

New Business Models for Higher Education: A Focus on Prosperity in a Challenging Competitive Environment will also be held in the fall:

September 26, 2016 Atlanta, Georgia

Learn more and register

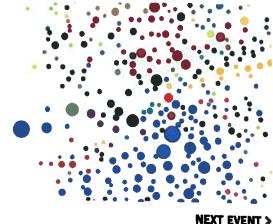
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EVENTS & PROGRAMS

National Conference on Trusteeship

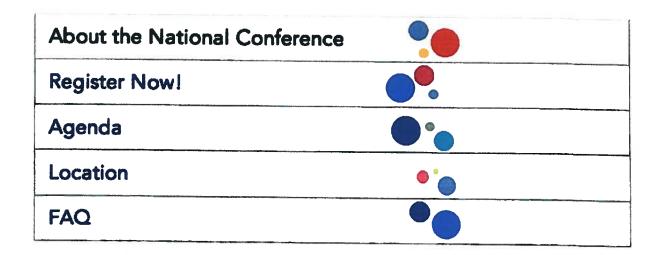
April 2-4, 2017



< PREVIOUS EVENT

2017 National Conference on Trusteeship

APRIL 2 - 4, 2017 DALLAS, TEXAS



National Conference on Trusteeship

Sunday, April 2, 2017

4:00 PM - 4:30 PM	Welcome and Announcement of Nason Award Recipients	
4:30 PM - 6:00 PM	Opening Plenary: Innovative Practice for Challenging Times Mounting concern about cost and increasing public skepticism	
	pressure colleges and universities to rethink their business and delivery models to provide affordable, accessible education. Panelists will address the primary challenges we face and the need for boards and chief executives to work smartly and collaboratively toward a stronger financial future. Moderated by Claudio Sanchez, education correspondent for NPR.	
6:00 PM - 7:00 PM	Opening Reception	

Monday, April 3, 2017

7:30 AM - 8:30 AM	Breakfast
8:45 AM - 10:00 AM	Plenary: Politics, the Economy, and Future Trends: What to Expect in 2017-2020
	Forecast: A turbulent 2017 and beyond? A new president and Congress, Brexit, and economic headwinds warm serious change is afoot. Publisher of Forbes magazine, Rich Karigaard, will deliver an expert view of the intersection of politics and the economy. An award-winning entrepreneur, private investor, and board director, Karigaard brings a unique perspective on trends shaping business and economic
10:15 AM - 11:00 AM	dimates. Higher Education in 10 Years: The Future through the
	Innovator's Lens
	In these sessions, thought leaders from industries that support higher education will discuss where they see the higher education market going in 10 years and how they are innovating to meet the future needs of institutions and the students they serve.
11:15 AM - 11:45 AM	Expert Briefings
	Modeled on TED Talks, these 30-minute sessions provide intensive focus on specific issues that are important to higher education leaders.
12:00 PM - 1:30 PM	Luncheon Plenary: Rising to the Challenge of Innovation and Success for All Students
	Colleges and universities hope to create inclusive environments that inspire the next generation of scholars, thinkers, and leaders. Freeman Hrabowski, president of the University of Maryland, Baltimore County, has spent a quarter-century motivating students and leading change. Hrabowski will deliver a stirring vision of a future forged by our choices today that create consequential change and advance higher education.
1:45 PM - 3:00 PM	An Essential Institutional Asset: Shared Governance
	In a time of significant challenges to higher education, shared governance should be an essential institutional asset. But as AGB research shows, many of the parties involved know too little about each other's work to value one another's contributions in an informed way. Where are the major sticking points and what are some ways in which institutions are improving shared-governance processes for institutional success? With support from the Teagle Foundation, AGB recently conducted a multi-phase research initiative to identify key

issues within shared governance and compiled examples as to how some institutions are working to strengthen it. This session will provide an overview of research findings, as well as discussion of select cases of institutional improvements to shared-governance processes.

1:45 PM - 3:00 PM

Concurrent Session I

1:45 PM - 3:00 PM

Embracing the 'Internet of Things' on Campus: How Much Is

Tweets, hashtags, and snapchats aren't just "those things that kids use" anymore—they're part of the daily lexicon. Students need to be prepared for jobs that haven't been created and in fields that don't even exist yet. Institutional leaders need to embrace the rapidly changing nature of the "Internet of Things" or risk graduating unprepared members of the workforce. But not all technologies are created equal. This session will help participants ask the right questions about how institutions can stay at the forefront of ed-tech innovation without deviating from the institution's core mission. It will also focus on how to better engage tech-savvy board members to help manage risk associated with incorporating disruptive technology.

1:45 PM - 3:00 PM

Evolving Student Health Needs and What Campuses Are Doing to Respond

Students are arriving on campus with an increasingly complex set of health and learning-support needs, and institutions are challenged to respond in an appropriate yet cost-effective manner. Additionally, the Affordable Care Act in 2010 launched several stipulations that affect how colleges and universities respond to student-health needs. Many institutions have since made dramatic changes to their student-insurance options, the structure and functioning of their health and counseling centers, and their related student-educational and support services. It is vital that trustees understand the institution's legal obligation regarding student health, the breadth and depth of needs presented by today's students, and the board's legal and fiduciary duty to ensure that students (and their peers) are able to succeed in their academic pursuits.

1:45 PM - 3:00 PM

High-Impact Undergraduate Experiences Linked to Career Success and Wellbeing

Much has been written about "high-impact" practices in higher education and their relationship to student learning and engagement in the curricular and co-curricular experience. At the same time, higher education leaders are increasingly concerned about perceived return on investment and the extent to which aspects of the campus experience prepare students for post-graduate outcomes, including career success, community involvement, and general well-being. Improving graduate outcomes starts with measuring a new set of metrics—behavioral economics—in higher education. Learn why this coming data revolution will re-shape higher education and find out what board members need to know about how institutions are best preparing students for success.

1:45 PM - 3:00 PM

What is "Affordable"? Pricing, Debt Burden, and Perceptions of ROI in Undergraduate Education

Policymakers, prospective students and their families, and the general public seem united in a belief that college costs too much, yet there is no consensus on what exactly is "affordable." Affordability is a relative concept rooted in beliefs about who should pay for college, how much they should pay, and how costs should be shared. Beyond questions of "who" and "how much" are questions of up-front price and costs upon graduation. This session will address question such as: What price is too much? How much loan debt is too much? At what point do students and families decide that the total price isn't worth the benefit they will receive from the degree? How do boards make determinations about pricing, discount rates, debt burden, and return on investment in the midst of intense market competition and the growing chorus of voices about the decreasing affordability of college?

3:15 PM - 4:00 PM Idea Exchanges

Led by individuals with subject-matter expertise, these focused discussions provide an opportunity for participants to ask questions, make suggestions, and share promising practices to improve governance or some element of institutional operations.

4:15 PM - 5:15 PM Plenary: Federal and State Policy Issues: What to Expect in a Time of Change?

A new administration and Congress, as well as new state legislatures and governors, will likely escalate changes in higher education policy. Policy experts will advise you on federal issues such as HEA reauthorization, unionization, overtime regulations, Title IX/CASA, and tax policy. Panelists will also address trends in state policies and practices, governance, and student financial aid.

Tuesday, April 4, 2017

Tuesday, April 4, 2017	
7:00 AM - 8:00 AM	Breakfast and Peer Networking
8:15 AM - 8:45 AM	Expert Briefings
	Modeled on TED Talks, these 30-minute sessions provide Intensive focus on specific issues that are important to higher education leaders.
9:00 AM - 10:15 AM	Plenary: Leveraging Trustee Experience to Drive Innovation
	As legal fiduciaries, governing board members are the bridge between their institutions and the public. This unique relationship positions them to address public concerns while leveraging their business acumen and insight into lasting change for the institutions they serve. In this session, senior-level executives and entrepreneurs who serve as governing board members will talk about innovation within their industries and how an inventive culture empowers institutional sustainability.
10:45 AM - 12:00 PM	Accreditation and Innovation: Synergistic or Antagonistic?
	Accreditation is an external-review process to assess and affirm that an institution is offering a quality product—upholding its promises and fulfilling its avowed mission and charitable purpose. Accreditation is also a highly contentious public policy issue, as policymakers question whether the process is working the way it is intended. Policymakers and board members have asked: Are the "peers" involved in the peerreview process willing to hold each other accountable? Is accreditation structured to be too soft on institutions that are struggling or failing? Does the accreditation process impede the innovation and prudent risk taking that enables institutions to remain viable in a competitive market? This session will address accreditation as a lever of opportunity for high-performing boards in encouraging innovation for the development and launch of new programs, improved institutional effectiveness, and advancing academic quality.
10:45 AM - 12:00 PM	Concurrent Session II
10:45 AM - 12:00 PM	Governing Boards and Auxiliary Entities: Best Practices for Optimizing Relationships
	Contemporary colleges and universities are more like solar systems than planets, encompassing multiple affiliated entities that might include medical centers, research parks, athletic organizations, fundraising foundations, and alumni associations. As colleges and universities adapt their business models to a new marketplace reality, many are looking to public-private partnerships and various entrepreneurial ventures as a way of enhancing efficiency and growing revenue, leading in turn to the creation of additional auxiliaries and subsidiaries. Falling outside the core academic mission, the significant potential for risk stemming from the activities of affiliates may also fall off boards' radar screens. This session outlines questions boards should be asking and policies they should put in place to ensure fulfillment of their fiduciary duty to understand the

complex components of their institutions and mitigate the potential for reputational, legal, and financial risk.

10:45 AM - 12:00 PM

Improving the 'Preparation Gap' to Advance Student Success

College readiness has long been a hot-button topic for higher education, so why is it still a problem? Many institutions grapple with how to expand enrollment while ensuring that students are prepared to succeed. Several national and state efforts have been implemented to help, yet improving college readiness seems to be an intractable problem. In particular, low-income and minority students tend to be the least prepared for making the jump from high school to higher education. This session will discuss the "preparation gap" that many of these students face as they transition into higher education, and what boards and institutional leadership can do to support them—not only in their initial transition, but also once they are established on campus.

10:45 AM - 12:00 PM

Liberal Arts vs. Professional Preparation: Conflict or Congruence?

Growing public and policymaker Interest in the immediate financial pay-off of a college degree has brought a simmering, long-standing argument to a boil: Should undergraduate education provide a broad distribution of courses that expose students to different ways of thinking and problem solving, or should it aim to develop in them a more focused set of skills for clear and direct vocational paths? Or are simultaneous pathways possible? At a time when students and families are increasingly nervous about the cost of attendance and students' ability to make loan payments, it is incumbent upon governing boards to affirm institutional purpose, mission, and strategy with regard to educational goals and graduate outcomes. This session will help participants place the philosophical and practical arguments in context to better understand different perspectives on the matter and to frame similar introspection and robust conversation on campus.

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Annual Trustees Conference

Effective governing boards are created by dedicated, knowledgeable trustees and chief executives. Your participation in the 2016 Trustees Conference will strengthen the skills and knowledge required to lead your colleges and be accountable to your communities. Conference speakers and sessions will explore key poticy issues, effective governance, and fiscal and educational accountability.

Join your colleagues for an information-packed event that will assist you in providing the best leadership possible for your community and students.

2016 Conference

Thank you to all those who attended the 2016 Trustees Conference. If you attended the conference, please take a moment to complete the <u>conference evaluation</u>. We are receiving session presentations and making those <u>available hars</u>. You can also view photos from the conference on our <u>Facebook page</u>.

We look forward to seeing you next year in Lake Tahoe, May 4-7, 2017.

2016 CONFERENCE DETAILS

- ⇒ Program (Interactive | PDF)
- ⇒ Attendee Roster
- ⇒ Conference Evaluation
- ⇒ Session Presentations
- ⇒ Keynote Speakers
- ⇒ Fulfilling the Trust Awards
- ⇒ Executive Assistants

Worksho

- ⇒ CCCT Annual Meeting
- ⇒ Evening Events
- ⇒ Interest Group Meetings

Cancellations

Cancellations must be in writing and no refunds are available if cancellation is received after Wednesday, April 13, 2016. All refunds will be assessed a \$50 processing fee.

HOST DISTRICT



Community College League of California 2017 O Street, Sacramento CA 95811-5211 (916) 444-8841 | (916) 444-2954 fax Email: cclo@ccleague.org



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2017 New & Experienced Trustees Governance Leadership Institute

Monday, June 12, 2017 9:00 am toWednesday, June 14, 2017 3:00 pm ACCT
1101 17th Street NW
Suite 300
Washington District Of Columbia 20011
United States



ACCT Conference Center

1101 17th Street NW, Suite 300

Washington DC, 20036

CLICK HERE TO REGISTER TODAY[1]

LOCAL HOTELS

The Mayflower Hotel (1/2 block from ACCT Conference Center)

1127 Connecticut Avenue NW

Washington DC 20036

Click Here for Reservations [2]

Capital Hilton (1 block from ACCT Conference Center)

1001 16th Street NW

Washington DC 20036

Click Here for Reservations [3]

The Beacon Hotel (3 blocks from ACCT Conference Center)

1615 Rhode Island Avenue NW

Washington DC 20036

Click Here for Reservations [4]

Courtyard Washington Embassy Row (3 blocks from ACCT Conference Center)

1600 Rhode Island Avenue NW

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- [6] http://www.jeffersondc.com/
- [7] http://www.westinwashingtondccitycenter.com/

ITEM: 5.11 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Transfer of Budget Appropriations

ACTION: Ratification

BACKGROUND

Title 5, California Code of Regulations, Section 58199 requires the Board of Trustees to approve, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and ratify, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the contingency reserve.

STATUS

For the current reporting period ending November 30, 2016 and in accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations are summarized on EXHIBIT A and presented for ratification.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the Transfer of Budget Appropriations as detailed in EXHIBIT A.

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period ended November 30, 2016

General Fund			
<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries	\$23,484	
2000	Classified Salaries	\$266,595	
3000	Fringe Benefits		\$48,666
4000	Books and Supplies	\$50,658	
5000	Other Operating Expenses & Services		\$88,602
6000	Capital Outlay	\$4,654	
7000	Other Outgo		\$208,123
Total Trans	fers - General Fund	\$345,391	\$345,391
Community Educ	caiton Fund - SC		
<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Other Operating Expenses & Services		\$250,000
6000	Capital Outlay	\$250,000	
Total Trans	fers - Community Educaiton Fund - SC	\$250,000	\$250,000
Capital Outlay Fo	<u>und</u>		
<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Other Operating Expenses & Services		\$237,566
6000	Capital Outlay	\$237,566	
Total Trans	fers - Capital Outlay Fund	\$237,566	\$237,566
Total Transfers		\$832,957	\$832,957

ITEM: 5.12 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No 16-34 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.

<u>STATUS</u>

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

Temporary Assistance for Needy Families (TANF) at IVC	\$5,633
OP-TEC Grant at Irvine Valley College	\$25,000
Extended Opportunity Programs & Svcs (EOPS) at IVC	\$70,638
California Work Opportunity & Responsibility to Kids at IVC	\$56,201
Faculty & Staff Diversity at District Services	\$48,553
Cooperative Agencies Resources for Education (CARE) at IVC	\$6,084
CTE Data Unlocked Grant at Saddleback College	\$50,000
Deputy Sector Navigator at Irvine Valley College	\$843
Global Trade & Logistics Grant at Irvine Valley College	\$8,601
Foster Kinship Care & Education Grant at Saddleback College	\$6,750
Total Increase to the General Fund	\$278,303

Total Budget Amendment \$278,303

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-34 to amend the FY 2016-2017 Adopted Budget as indicated in EXHIBIT A.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

GENERAL FUND

RESOLUTION 16-34

December 12, 2016

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$278,303 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>	Income Source	<u>Amount</u>
8100	Federal Revenue	30,633
8600	State Revenue	247,670
		\$ 278,303
<u>Account</u>	Expenditure Description	<u>Amount</u>
1000	Academic Salaries	(1,379)
2000	Classified Salaries	22,354
3000	Fringe Benefits	(28,260)
4000	Books and Supplies	11,306
5000	Other Operating Expenses & Services	116,692
6000	Capital Outlay	2,000
7000	Other Outgo	155,590
		\$ 278,303
	Total Budget Amendment	\$ 278,303

BUDGET AMENDMENT FY 2016-2017 GENERAL FUND RESOLUTION 16-34 December 12, 2016

STATE OF CALIFORNIA)	
COUNTY OF ORANGE)	
I, Debra L. Fitzsimons, Acting Secretary to Orange County Community College District of Contact the Budget Amendment and foregoing Resolution and regularly adopted by the said Board at a regolution 12, 2016.	Prange County, California, hereby certify olution in the amount of \$278,303 duly
IN WITNESS WHEREOF, I have hereunt December 2016.	o set my hand and seal this 13th day of
	Debra L. Fitzsimons
Acti	ng Secretary to the Board of Trustees

ITEM: 5.13 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: October - December 2016 Change Orders/ Amendments

ACTION: Ratification

BACKGROUND

On October 26, 2015, the board authorized the Chancellor/designee to execute change orders/amendments up to \$100,000 for board ratification. The following change orders/amendments were reviewed and approved by the Vice Chancellor of Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name / Description	Change Order Amount	Revised Total Contract Amount
A.	Solpac Construction, Inc. Saddleback College Fine Arts HVAC Upgrade and Interior Renovation Project – Construction Services Change Order No. 5 – For project revisions to the general contractor's contract.	\$29,802.00	\$7,604,149.00
	SOCCCD		
В.	EPD Solutions, Inc. ATEP Planning and Environmental Consultation Services – Amendment No. 1 – To amended hourly services rates through June 2021 SOCCCD	\$0	\$495,000.00
C.	Bernards Saddleback College Fine Arts HVAC Upgrade and Interior Renovation Project – Construction Management Services Amendment No. 2 – To extend term of services through January 30, 2017. SOCCCD	\$32,070.00	\$337,157.00

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Fine Arts HVAC Upgrade Interior Renovation Project at Saddleback College Board Change Order No. 5

December 12, 2016

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	COR Total	REVISED CONTRACT AMOUNT	Approved Time Extension (Cal. days)
2041	General Contractor	Solpac Construction, Inc. (dba Soltek Pacific Construction Company)		\$7,317,766	\$256,581	\$29,802	\$7,604,149	0
		2424 Congress Street, San Diego, CA 92110	TOTAL	7,317,766			7,604,149	0

COR No.	Date	Description	Requested	Status	Amount	Added Cal. Days
45	10/13/2016	Revise Foundation for Art Gallery Canopy	Unforeseen	Approved	\$2,137	0
151	10/13/2016	Repair Drywal at Duct Register Removal between 301A and 303	Unforeseen	Approved	\$1,345	0
186	11/16/2016	Reframe Door 101A and patch	Unforeseen	Approved	\$4,534	0
192	11/16/2016	Circle City Time and Material for Week ending 7/17/16	Unforeseen	Approved	\$2,617	0
193	11/16/2016	Circle City Time and Material for Week ending 7/24/16	Unforeseen	Approved	\$2,054	0
195	11/16/2016	Add Wood Framing in Room 303 at Louver for Fan Coil D1	Unforeseen	Approved	\$1,330	0
204	11/16/2016	Paint Additional Doors and Frames	By District	Approved	\$0	0
216	11/16/2016	Change Interior Turnknob to smaller size at Storefront	By District	Approved	\$809	0
224	11/16/2016	Circle City Time and Material for Week ending 8/7/16	Unforeseen	Approved	\$2,269	0
233	11/16/2016	Demo unforeseen Drywall behind Wood Paneling	Unforeseen	Approved	\$3,230	0
235	11/16/2016	Install TVs in Lobby	By District	Approved	\$6,181	0
248	11/16/2016	Relocate Thermostat and sensor in Room 308	By District	Approved	\$1,811	0
249	10/13/2016	Install threshold at Door 201 and add Lockset at Door 302D	By District	Approved	\$843	0
250	10/13/2016	Change Closure at Door 306A	By District	Approved	\$642	0
		TOTAL			\$29,802	

AMENDMENT No. 1 TO THE CONSULTANT AGREEMENT – FOR PLANNING SERVICES, ATEP BETWEEN SOUTH ORANGE COUNTY COMMUNITY COLLEGE AND ENVIRONMENT PLANNING DEVELOPMENT SOLUTIONS, INC. Dated October 12, 2016

THIS AMENDMENT shall modify the original agreement, dated December 10, 2013, by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and Environment Planning Development Solutions, Inc. (dba. EPD Solutions), 450 Newport Center Drive, Suite 300, Newport Beach CA 92660, (949) 751-8993, hereinafter referred to as "CONSULTANT."

WHEREAS, Article XVIII of the original agreement provides that said agreement may be amended only by a written amendment executed by both parties to the AGREEMENT; and

NOW, THEREFORE, the parties agree as follows:

1. COMPENSATION.

The COMPENSATION of the agreement based on the original standard hourly rates as approved in Exhibit A is increased based on the new Exhibit A rates (see attached) effective October 18, 2016.

2. No other changes are applicable to the terms and conditions of this agreement.

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"	"CONSULTANT"
South Orange County Community College District	Environment Planning Development Solutions, Inc.
By: Dr. Debra L. Fitzsinions Vice Chancellor, Business Services	By: Jereyny Krout
1 - 1	Title: President
Date: ///10//6	Date: 1/28/16

ENVIRONMENT | PLANNING | DEVELOPMENT SOLUTIONS, INC.

List of Standard Hourly Rates		
Position	Hourly Rate	
President	\$165	
Principal Engineer	\$185	
Senior Associate/Project Manager	\$140	
Senior Engineer	\$140	
Associate/Environmental Analyst/Planner	\$120	
Project Planner/Assistant Project Manager	\$105	
Professional Staff/GIS/Graphics	\$95	
Support Staff	\$55	

AMENDMENT NO. 2 TO CONSTRUCTION MANAGEMENT SERVICES AGREEMENT FINE ARTS HVAC UPGRADE AND INTERIOR RENOVATION PROJECT SADDLEBACK COLLEGE

October 21, 2016

THIS AMENDMENT shall modify the original agreement dated February 01, 2016 by and between the South Orange County Community College District, hereinafter referred to as "DISTRICT", and Bernards, 2569 McCabe Way, Irvine, CA, 92692, hereinafter referred to as "CONSULTANT."

WHEREAS, Article 11.16 of the original agreement establishes that it may be amended in writing by mutual consent of both parties; and

WHEREAS, Article 4.2 establishes the term of service for nine months (October 31, 2016); and

WHEREAS, Article 6.1 establishes the compensation to the CM as \$245,257 and Amendment No. 1 increased the contract value by \$59,840 for a new total of \$305,087; and

WHEREAS, there is a need to augment the duration of the project to allow for completion of change order negotiation and to allow seismic bracing of the chilled and hot water pipes over the winter break; and

WHEREAS, the CONSULTANT has agreed to extend their services to January 30, 2017 in order to assist with the project completion for \$32,070 with a new contract total equal to \$337,157; and

NOW, THEREFORE, the Parties agree to modify the original agreement as follows:

Revise Article 4.2 to extend the term of service to January 30, 2017 and revise Article 6.1 to include Amendment No. 1 and 2 increases as follows:

 Original Contract Amount
 \$245,247

 Amendment No. 1
 \$59,840

 Amendment No. 2
 \$32,070

 Total Contract Amount:
 \$337,157

IN WITNESS HEREOF, the Parties have executed this Amendment No. 2 as of the date set forth.

"DISTRICT"

South Orange County Community College District

"CONSULTANT"

Bernards

Dr. Debra Fitzsimons

Vice Chancellor, Business Services

Dr Deb GC Turiness Services

Rick Fochtman Vice President

Date: Vice Charleellot Sas

Date: 10/18/14

ITEM: 5.14 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Purchase Orders and Checks

ACTION: Approval

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, commencing with Sections 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

STATUS

Purchase orders over \$5,000 amounting to \$628,971.94 and an additional 242 purchase orders below \$5,000 amounting to \$170,862.80 for a combined total of \$799,834.74 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 1,223 checks in the amount of \$23,357,342.19 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 27, 2016 through November 21, 2016

PO_			
Number	<u>Supplier</u>	<u>Description</u>	Amount
P177366	1 World Globes & Maps LLC	GEOG supplies and equipment	6,615.00
P177519	Albertsons Purchase Advantage Card	SC Student Equity Program purchase of grocery gift cards	14,250.00
P177520	Apple Computer, Inc.	IPads for SC Financial Aid office	6,721.86
P177337	B & H Photo	Virtual Reality System	6,177.12
P177385	B & H Photo & Electronics Corp.	Printers for student classroom work and instruction	17,226.41
P177348	C&H Baseball, Inc.	Batting cage for the IVC Baseball program	7,902.01
P177432	CDW Government LLC	Technology equipment for B353 remodel	11,875.79
P177426	CDW Government LLC	14 monitors for IVC classroom remodel	5,285.10
P177309	Corporate Business Interiors	SC-DSPS counseling reception furniture	5,590.00
P177340	Deere & Company	Baseball field professional lawn mower	7,497.08
P177325	Division of the State Architect	DSA Close-out fee - SC Science Building	118,032.64
P177507	Eplus Technology, Inc.	Technology equipment for B382 remodel	34,195.48
P177312	Ingardia Brothers Produce, Inc.	Science Building Opening food supplies	5,059.00
P177272	Keenan & Associates	Builders risk insurance - IVC ATEP Building	25,143.00
P177495	Livescribe, Inc.	Echo smartpens, notebooks, and cases	5,167.80
P177264	Main Graphics	Business card orders for 2016/2017	5,000.00
P177479	Oceanside Photo & Telescope	Telescope mount	28,933.58
P177511	One Source Industries Promotions	Job Fair promo items	13,259.34
P177569	Paradigm, Inc.	Certificate and diplomas direct mailing	12,556.17
P177400	Pearson Education ESL	SEP Book order for AESL	18,814.22
P177398	PLS - Direct	Projector lamps for Media Services	5,513.40
P177399	PM Group, Inc.	Fall 2016 IVC Community Education brochure	7,997.41
P177423	Postmaster	Postage for 2017 Spring Gaucho Guide	21,884.86
P177328	Saddleback Bookstore	Required textbooks for EOPS eligible students	126,060.00
P177486	Saddleback Bookstore	\$25 Gas Cards for Student Equity Students	5,000.00
P177482	Southwest Offset Printing Company	Spring 2017 Gaucho Guide	51,982.85
P177506	Systems Source, Inc.	Concrete picnic tables and planters	13,604.51
P177570	United States Postal Service	Postage for SC Spring 2017 marketing postcard	14.000.00
P177571	World Trade Printing Company	Spring 2017 marketing postcards	10,818.90
P177428	Xerox Corporation	Lease / Maint for division walk-up copier	6,913.60
P177301	ZOLL Medical Corporation	AED machines and supplies	9,894.81
		Total Purchase Orders Over \$5,000	628,971.94
		242 Purchase Orders Under \$5,000	170,862.80
		TOTAL PURCHASE ORDERS	799,834.74
		TOTAL PURCHASE ORDERS	970,697.54



South Orange County Community College District

EXHIBIT B Page 1 of 1

Purchase Order Ratification (Amount)

October 27, 2016 through November 21, 2016

PO			
Number	<u>Supplier</u>	<u>Description</u>	<u>Amount</u>
P177328	Saddleback Bookstore	Required textbooks for EOPS eligible students	126,060.00
P177325	Division of the State Architect	DSA Close-out fee - SC Science Building	118,032.64
P177482	Southwest Offset Printing Company	Spring 2017 Gaucho Guide	51,982.85
P177507	Eplus Technology, Inc.	Technology equipment for B382 remodel	34,195.48
P177479	Oceanside Photo & Telescope	Telescope mount	28,933.58
P177272	Keenan & Associates	Builders risk insurance - IVC ATEP Building	25,143.00
P177423	Postmaster	Postage for 2017 Spring Gaucho Guide	21,884.86
P177400	Pearson Education ESL	SEP Book order for AESL	18,814.22
P177385	B & H Photo & Electronics Corp.	Printers for student classroom work and instruction	17,226.41
P177519	Albertsons Purchase Advantage Card	SC Student Equity Program purchase of grocery gift cards	14,250.00
P177570	United States Postal Service	Postage for SC Spring 2017 marketing postcard	14,000.00
P177506	Systems Source, Inc.	Concrete picnic tables and planters	13,604.51
P177511	One Source Industries Promotions	Job Fair promo items	13,259.34
P177569	Paradigm, Inc.	Certificate and diplomas direct mailing	12,556.17
P177432	CDW Government LLC	Technology equipment for B353 remodel	11,875.79
P177571	World Trade Printing Company	Spring 2017 marketing postcards	10,818.90
P177301	ZOLL Medical Corporation	AED machines and supplies	9,894.81
P177399	PM Group, Inc.	Fall 2016 IVC Community Education brochure	7,997.41
P177348	C&H Baseball, Inc.	Batting cage for the IVC Baseball program	7,902.01
P177340	Deere & Company	Baseball field professional lawn mower	7,497.08
P177428	Xerox Corporation	Lease / Maint for division walk-up copier	6,913.60
P177520	Apple Computer, Inc.	IPads for SC Financial Aid office	6,721.86
P177366	1 World Globes & Maps LLC	GEOG supplies and equipment	6,615.00
P177337	B & H Photo	Virtual Reality System	6,177.12
P177309	Corporate Business Interiors	SC-DSPS counseling reception furniture	5,590.00
P177398	PLS - Direct	Projector lamps for Media Services	5,513.40
P177426	CDW Government LLC	14 monitors for IVC classroom remodel	5,285.10
P177495	Livescribe, Inc.	Echo smartpens, notebooks, and cases	5,167.80
P177312	Ingardia Brothers Produce, Inc.	Science Building Opening food supplies	5,059.00
P177264	Main Graphics	Business card orders for 2016/2017	5,000.00
P177486	Saddleback Bookstore	\$25 Gas Cards for Student Equity Students	5,000.00
		Total Purchase Orders Over \$5,000	628,971.94
		242 Purchase Orders Under \$5,000	170,862.80
		TOTAL PURCHASE ORDERS	799,834.74



South Orange County Community College District

EXHIBIT C Page 1 of 1

Check Ratification

October 27, 2016 through November 21, 2016

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	1,043	19,248,055.17
07 IVC Community Education	5	12,631.47
09 SC Community Education	21	111,643.26
12 Child Development	22	100,419.98
40 Capital Outlay	88	3,434,566.92
68 Self Insurance	7	5,208.61
71 Retiree Benefit	3	382,025.79
95 SC Associated Student Government	11	7,413.42
96 IVC Associated Student Government	23	55,377.57
Total	1,223	23,357,342.19

ITEM: 5.15 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: October and November 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 October and November 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

	#05 700 00
Ellucian	\$85,786.00
Software and Support Agreement- To comply with Federal reporting	
requirements, college implemented a database management system	
called Student & Exchange Visitor Information System (SEVIS) from	
12/1/2016 to 11/20/2021	
Irvine Valley College & Saddleback College	
Ed2Go	\$45,500.00
Educational Services Agreement- For community education in online	
courses for career training to be paid from revenue from 10/1/2016 to	
6/30/2017.	
Irvine Valley College	
10e Media	\$45,000.00
	Ψ-10,000.00
Independent Contractor Agreement- For providing consulting services for	
crisis communications and media relations from 9/11/2016 to 6/30/2019.	
District Services	
Southland Flooring, Inc.	\$40,231.44
Construction Service Agreement- For carpet installation for Fine Arts from	
11/1/2016 to 1/13/2017.	
District Services	
Blue Tiger, Inc. Consulting	\$35,000.00
Independent Contractor Agreement- To custom design a data collection,	·
compliance and program evaluation package for the Adult Education	
Block Grant from 11/3/2016 to 6/30/2017.	
Irvine Valley College	
1 vine valley College	

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

OneSource Virtual, Inc.	\$34,780.00
Professional Services Agreement- For providing Workday application	
management services and trainings from 3/1/2017 to 1/26/2019.	
District Services	
Governet	\$32,000.00
Software Maintenance and Support Agreement- For annual support and	
maintenance services for the CurricUNET System, a curriculum	
management software, from 11/1/2016 to 10/31/2019.	
Saddleback College	
Empower Analytics	\$31,880.00
Professional Services Agreement- For Tidemark training, a cloud	
performance management software for financial planning and analysis	
from 11/2/2016 to 11/2/2017.	
District Services	
Hilton San Diego Mission Valley	\$22,000.00
Facility Use & Catering Service Agreement- For Common Assessment	
Initiative Professional Development Regional Meeting in San Diego, CA	
on 1/27/2016.	
Saddleback College	
Pyro-Comm Systems, Inc.	\$15,349.64
Construction Service Agreement- For installation of new fire alarm panel	
and devices for Fine Arts Building from 11/15/2016 to 12/15/2016.	
Saddleback College	
Orange County Department of Education	\$10,000.00
Independent Contractor Agreement- For coordinating OC counselor	
workshops on 10/14/2016.	
Irvine Valley College	
MicroVention, Inc.	\$8,280.00
Education Services Agreement- Provide MicroVention employees training	(Revenue)
in Geometric Dimensioning and Tolerance from 11/1/2016 to 6/30/2017.	
Irvine Valley College	
Gilbert & Stearns, Inc.	\$7,500.00
Independent Contractor Agreement- For annual electrical maintenance	
and repair services on an as needed basis from 1/26/2016 to 6/31/2017.	
Irvine Valley College	
Thomson Reuters	\$6,061.44
Software License and Subscription Agreement- For subscription renewal	
of an online legal research software, used by the Paralegal Program	
from 7/1/2016 to 6/30/2017.	
Irvine Valley College	
CLIP Interpreting	\$5,900.00
Independent Contractor Agreement- For sign language interpreting	
service from 8/22/2016 to 6/30/2017.	
Saddleback College	l

AVID for Higher Education Professional Services Agreement- For faculty training in the AVID method of teaching from 7/1/2016 to 6/30/2017.	\$5,400.00
Saddleback College	
Sarah Bardowell Independent Contractor Agreement- For photography services from 9/1/2016 to 6/30/2017.	\$5,000.00
Irvine Valley College	
Like-Nu Concrete Magic Construction Service Agreement- To repair concrete floor in the Fine Arts Building from 11/1/2016 to 2/1/2017.	\$4,750.00
Saddleback College	¢4.650.00
Haitbrink Asphalt Paving, Inc. Construction Service Agreement- To replace concrete landing at football stadium stairs from 11/15/2016 to 1/15/2017.	\$4,650.00
Saddleback College	
Professional Services Agreement- For guest speaker to provide onsite team building presentation for Administrators and Managers Meeting on 12/9/2016. District Services	
Pacific Parking Systems, Inc.	\$3,915.00
Software License Agreement- For software upgrade of firmware for VenTek parking pay stations on 1/1/2017.	
Saddleback College	
Jupjit Grewall Independent Contractor Agreement- For website design services to help increase student enrollment in Engineering program from 11/1/2016 to 6/30/2017. Irvine Valley College	\$3,500.00
Xerox	\$3,500.00
Software Support Agreement- For 1 year support service of Pharos Add Funds Station, a pay-for-print system, from 11/3/2016 to 11/3/2017. Irvine Valley College	\$2,000.00
Autoclave Repair Specialists	\$3,325.00
Maintenance Service Agreement- For Autoclave repair services at Science Building from 11/1/2016 to 10/31/2017.	

Fred Pryor Seminars CareerTrack Independent Contractor Agreement- For providing onsite professional development seminar, "Leadership, Team-Build & Coaching," for district	\$3,200.00
services employees on 11/18/2016. District Services	
Computerland of Silicon Valley	\$2,777.75
Software License Agreement- For license renewal of Symantec Ghost Solution Suite, a computer imaging, deployment and system management software, from 12/5/2016 to 12/4/2017.	φ2,777.73
Saddleback College	
Avalon Tent & Party Independent Contractor Agreement (Amend #1)- For additional equipment rental of \$184.04 for a revised contract total of \$2,722.87 on 9/29/2016.	\$2,722.87
Saddleback College	
Superior Door Systems Construction Service Agreement- For retrofitting service to a roll-up door for Fine Arts HVAC Upgrade and Renovation Project from 11/1/2016 to 12/1/2016.	\$2,705.00
District Services	
Cecilia Cece Smith Independent Contractor Agreement- For guest speaker on the topic of Reentry, Foster Youth & African Americans for Diversity & Equality Retreat from 11/4/2016 to 11/6/2016. Irvine Valley College	\$2,000.00
Chris Porter	\$2,000.00
Independent Contractor Agreement- For game worker services at athletic events from 11/1/2016 to 6/30/2017.	Ψ2,000.00
Irvine Valley College	Φο οοο οο
<u>David Rowe</u> Independent Contractor Agreement- For guest speaker to provide presentation on the topic of Veterans, European Americans, Males and Low Income at Diversity & Equality Retreat from 11/4/2016 to 11/6/2016. Irvine Valley College	\$2,000.00
Geoffrey Salas	\$2,000.00
Independent Contractor Agreement- For game worker services at athletic events from 11/1/2016 to 6/30/2017.	
Irvine Valley College	
Letty Anderson Independent Contractor Agreement- For game worker services at athletic events from 11/1/2016 to 6/30/2017.	\$2,000.00
Irvine Valley College	
Tacos Del 8 Catering Catering Service Agreement- For Classified Staff Development Day at Lake Mission Viejo Clubhouse on 3/21/2017. District Services	\$1,944.00
District Services	

Extensis	\$1,724.00
Software License and Subscription Agreement- For annual subscription	ψ1,72 H.00
renewal of Extensis software, a digital photo library, used by the Marketing	
Department from 12/8/2016 to 12/7/2017.	
Irvine Valley College	
Bluebeam, Inc.	\$1,518.00
Software License and Subscription Agreement- For subscription of	
Bluebeam® Revu® Version 2016, a PDF editor, markup and creation	
software, to be used by the construction managers from 11/10/2016 to	
11/10/2017.	
District Services	•
Adobo Express	\$1,500.00
Independent Contractor Agreement- For catering service for the Pinoy	
PIYESTA, a Filipino culture celebration event, on 10/29/2016.	
Irvine Valley College	*
Hakuna Murata	\$1,500.00
Independent Contractor Agreement- For catering service for the Pinoy	
PIYESTA, a Filipino culture celebration event, on 10/29/2016.	
Irvine Valley College	£4 E00 00
El Niguel Country Club	\$1,500.00
Facility Use Agreement- For facility use for College For Kids Manners Class at El Niguel Country Club in Laguna Niguel, CA on 7/28/2016.	
Irvine Valley College	
Sonrise Electric	\$1,500.00
Independent Contractor Agreement- For maintenance and repair services	Ψ1,500.00
of score board controllers and shot clocks from 11/10/2016 to 6/30/2017.	
Irvine Valley College	
South Coast Fire Protection	\$1,500.00
Independent Contractor Agreement- For annual maintenance service of	Ψ1,000.00
fire extinguishers from 10/26/2016 to 11/20/2016.	
Irvine Valley College	
Circle City Electric, Inc.	\$1,082.00
Construction Service Agreement- For electrical connection installation	
service of new motor in Fine Arts Building from 11/10/2016 to 1/10/2017.	
Saddleback College	
<u>Dramatic Publishing</u>	\$1,033.39
Performance License Agreement- For licensing of "The Ash Girl" from	
3/3/2017 to 3/12/2017.	
Saddleback College	
Austin Warren	\$1,000.00
Independent Contractor Agreement- For game worker services for	
aquatic events from 11/1/2016 to 6/30/2017.	
Saddleback College	

Daniel Noble Independent Contractor Agreement- For game worker services for	\$1,000.00
aquatic events from 11/1/2016 to 6/30/2017. Saddleback College	
Gayle Hayashi	\$1,000.00
Independent Contractor Agreement- For embroidery services for the	Ψ1,000.00
Athletics Department from 11/1/2016 to 6/30/2017. Irvine Valley College	
Leanna Cosme	\$1,000.00
Independent Contractor Agreement- For game worker services for aquatic events from 11/1/2016 to 6/30/2017.	
Saddleback College	
Maddy Alexander	\$1,000.00
Independent Contractor Agreement- For game worker services for aquatic events from 11/1/2016 to 6/30/2017.	. ,
Saddleback College	
Roto Rooter Service and Plumbing Co.	\$956.04
Independent Contractor Agreement- For emergency drain repair service in Student Services Center from 8/9/2016 to 8/10/2016.	·
Irvine Valley College	ФООО ОО
<u>Dramatic Publishing</u> License Agreement- For licensing of "Fahrenheit 451" from 10/14/2016	\$938.32
to 10/23/2016.	
Saddleback College	
Caliber Signs and Imaging	\$900.00
Independent Contractor Agreement- For graphic design services for monument sign project from 7/15/2016 to 7/28/2016.	
Irvine Valley College	
<u>VitalLink</u>	\$835.00
Independent Contractor Agreement- For payment processing service of	
Energy Sector externship and for providing consulting service to assist in	
outreach activities for the Deputy Sector Navigator from 9/1/2016 to 12/31/2016.	
Irvine Valley College	
Mohammed Aly	\$820.00
Independent Contractor Agreement- For analysis service for Saddleback	
College Speech and Debate Team from 11/1/2016 to 12/16/2016.	
Saddleback College	
Hudl	\$800.00
Software License Agreement- For subscription of Hudl Silver, a	4000.00
performance analysis tool for sports teams and athletes, used for men's	
basketball team from 11/4/2016 to 11/4/2017.	
Irvine Valley College	

Karen Bjurman Independent Contractor Agreement- For coaching service to ensure competitor safety during the IVC CyberPatriot Grant Project 2016, a National Youth Cyber Education Program Competition, from 10/20/2016 to 12/11/2016.	\$800.00
Irvine Valley College	
<u>Intuit</u>	\$745.20
Software License and Subscription Agreement- For subscription of QuickBooks used for instruction by the Business Science Department from 11/10/2016 to 5/31/2019.	
Saddleback College	
26 Twenty Six Design, LLC Software License and Subscription Agreement- For subscription of WC Online, an appointment software, used by the Division of Online Education & Learning Resources from 10/14/2016 to 10/13/2017.	\$715.00
Saddleback College	# 000 00
Rydin Decal Independent Contractor Agreement- For providing motorcycle permit printing service for Police Department from 10/24/2016 to 6/30/2017. Irvine Valley College	\$800.00
Audrey Antonenko	\$680.00
Independent Contractor Agreement- For guest artist, violinist, to perform in the Feast of Lights Concert from 12/2/2016 to 12/4/2016. Saddleback College-Foundation	
Hakop Mekinyan	\$680.00
Independent Contractor Agreement- For guest artist, violinist, to perform in the Feast of Lights Concert from 12/2/2016 to 12/4/2016. Saddleback College-Foundation	*****
Maryann Tucker	\$680.00
Independent Contractor Agreement- For guest artist, violinist, to perform in the Feast of Lights Concert from 12/2/2016 to 12/4/2016. Saddleback College-Foundation	\$ 000.00
Maya Horikawa	\$680.00
Independent Contractor Agreement- For guest artist, violinist, to perform in the Feast of Lights Concert from 12/2/2016 to 12/4/2016. Saddleback College-Foundation	*******
Patricia Bastics	\$680.00
Independent Contractor Agreement- For guest artist, cellist, to perform in the Feast of Lights Concert from 12/2/2016 to 12/4/2016. Saddleback College-Foundation	ψοσο.σο
Creative Faces-Youngnesse Williams	\$500.00
Independent Contractor Agreement- For providing face painting service for Dia de los Muertos (Day of the Dead festival) on 11/8/2016. Irvine Valley College	4000.00
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Getty Images, Inc. License Agreement- For downloading royalty-free high resolution stock	\$229.00
images from Thinkstock from 11/9/2016 to 11/9/2017.	
Saddleback College	
David Rohlander, Inc.	\$200.00
Independent Contractor Agreement- For guest speaker to speak on the	
topic of Leadership and Developing Success for Irvine Valley College Business Leasers Society meeting on 11/15/2016.	
IVC-Foundation	
Kendall Kay	\$200.00
Independent Contractor Agreement- For guest artist, drummer, to teach a drum master class on 12/1/2016.	
Saddleback College	
California Community College Athletic Association	\$0.00
Facility Use Agreement- To host California Community College Athletic	
Association Southern California Women's Golf Regional Championship from 11/7/2016 to 11/8/2016.	
Saddleback College	
City of Newport Beach	\$0.00
Facility Use Agreement- For use of facility to teach recreation &	
enrichment courses for adults age 50 years and older from 9/1/2016 to	
6/30/2017.	
Irvine Valley College	
Life Choice Wellness Center	\$0.00
Clinical Training Affiliation Agreement- For providing internship	
opportunities for Administrative and Clinical Medical Assistant students at	
the Medical Assistant Office from 11/14/2016 to 11/13/2021.	
Saddleback Volley Unified School District	ድ ስ ስስ
Saddleback Valley Unified School District Affiliation Agreement- For developing and implementing an Early College	\$0.00
Pathway for high school students to provide the opportunity to complete	
the first two years of college during the four years that they are attending	
high school from 10/21/2016 until terminated.	
Irvine Valley College	
T.Y. Steven IP, M.D., F.A.C.S	\$0.00
Clinical Training Affiliation Agreement- For operating clinical facilities and	40.00
assisting with clinical training programs for Saddleback College nursing	
students from 10/1/2016 to 9/30/2018.	
Saddleback College	

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM:

DATE: 12/12/16

6.1

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Acceptance of the District, Retiree OPEB Trust,

Saddleback College Foundation, Irvine Valley College Foundation, ATEP Foundation, and SOCCCD Foundation Annual Audit Reports:

FY 2015-2016

ACTION: Review

BACKGROUND

California Education Code Section 84040 requires that an annual audit of all District funds be made by a Certified Public Accountant or a Public Accountant licensed by the State Board of Accounting. Title 5, California Code of Regulations, Section 59104, further requires that the governing board of each community college district review the annual audit at a regularly scheduled public meeting.

STATUS

The Board of Trustees employed the firm of Christy White Associates, Certified Public Accountants, to conduct an audit of the District (EXHIBIT A), the Retiree OPEB Trust (EXHIBIT B), the Saddleback College Foundation (EXHIBIT C), the Irvine Valley College Foundation (EXHIBIT D), the ATEP Foundation (EXHIBIT E), and the SOCCCD Foundation (EXHIBIT F) funds for FY 2015-2016. The general purpose financial statements with accompanying audit report have been completed and are being submitted to the college Foundation Boards, as well as to the members of the Board of Trustees.

The auditors issued an unmodified opinion for the FY 2015-2016 financial statements with no financial findings.

The Foundations are considered component units of the District and are included through discrete presentation in the District's audit report. The Audit Committee as well as Foundation Directors, and staff had the opportunity to meet with the auditors before the final version of the reports were printed.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees accept the District, the Retiree OPEB Trust, the Saddleback Foundation, the Irvine Valley College Foundation, the ATEP Foundation, and the SOCCCD Foundation FY 2015-2016 audit reports as presented in EXHIBIT A through F.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

AUDIT REPORT

JUNE 30, 2016







San Diego
Los Angeles
San Francisco
Bay Area



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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

The Board of Trustees South Orange County Community College District Mission Viejo, California

Report on the Financial Statements

We have audited the accompanying basic financial statements of the business-type activity, aggregate discretely presented component units and fiduciary funds of the South Orange County Community College District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Christy White, CPA
Michael Ash, CPA

Heather Rubio

SAN DIEGO LOS ANGELES SAN FRANCISCO/BAY AREA

> Corporate Office: 348 Olive Street San Diego, CA 92103

toll-free: 877.220.7229 tel: 619.270.8222 fax: 619.260.9085 www.christywhite.com

Licensed by the California
State Board of Accountancy

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activity, the aggregate discretely presented component units and the fiduciary funds of South Orange County Community College District, as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, schedule of funding progress, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Orange County Community College District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by the U.S. Office of Management and Budget Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, , *Audits of State, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2016 on our consideration of South Orange County Community College District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Orange County Community College District's internal control over financial reporting and compliance.

San Diego, California

Christy White associates

September 28, 2016

INTRODUCTION TO THE BASIC FINANCIAL STATEMENTS

The South Orange County Community College District serves over 40,000 students who attend Saddleback College in Mission Viejo, Irvine Valley College in Irvine, and the Advanced Technology & Education Park (ATEP) in Tustin. Due to the prudent management and conservative fiscal policies, our District has prepared for the challenging budget times by creating reserves, retiring debt, fully funding the retiree liability, and implementing efficiencies throughout all operations. Strategic planning, investments in technology and increasing online services to students ensure we can meet the current and growing demands of transfer to four-year colleges, workforce training, career technical preparation, and basic skills. Over 3,000 employees in the South Orange County Community College District are committed to providing the best educational foundation possible for our students with respect for taxpayers. We invite you to learn more about us and our services to students and the community at www.socced.edu.

ACCOUNTING STANDARDS

In June 1999, the Governmental Accounting Standards' Board (GASB) released Statement No. 34, "Basic Financial Statement and Management's Discussion and Analysis for State and Local Governments," which changed the reporting format for annual financial statements. In November 1999, GASB released Statement No. 35, "Basic Financial Statement and Management's Discussion and Analysis for Public Colleges and Universities," which applies these reporting standards to public colleges and universities. The South Orange County Community College District continues to present its financial statements in this reporting format.

The following management's discussion and analysis provides an overview of the financial position and activities of the South Orange County Community College District's Financial Report for the year ended June 30, 2016. The previous year's financial statements that provide information on the District as a whole:

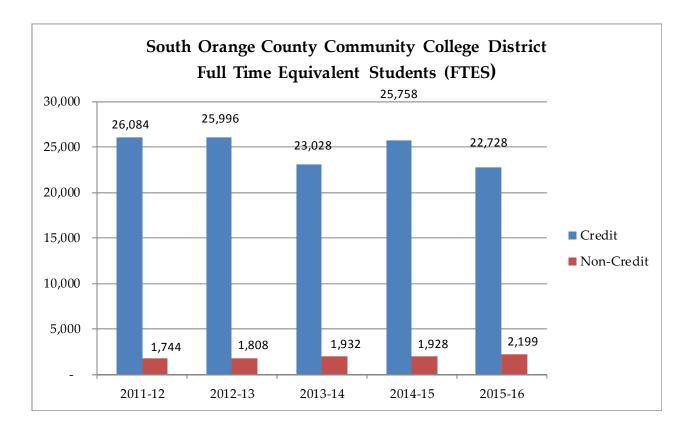
The Statement of Net Position
The Statement of Revenues, Expenses and Changes in Net Position
The Statement of Cash Flows

Each of these statements will be reviewed and significant events discussed.

FINANCIAL AND ENROLLMENT HIGHLIGHTS

The District ended the year with a strong fund balance. The ability to maintain a prudent reserve of 7.5% affords cash flow stability for the District without external borrowing. Property taxes continue to provide a reliable revenue source that allows the District some protection from state budget cuts and forced workload reductions.

Reported resident enrollments at the colleges decreased in FY 2015-2016 by 10% from the prior year. This is primarily the result of the timing of reporting FTES (full-time equivalent students) for strategic planning rather than an actual decrease in students served. A history of resident student enrollments is provided below.



Non-resident enrollment decreased by 8% in fiscal year 2015-16. In fiscal year 2014-15 the District reported 1,782 FTES and in fiscal year 2015-16 it decreased to 1,647.

STATEMENT OF NET POSITION

The Statement of Net Position presents information on the District's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

		2016	2015	N	let Change
ASSETS					
Current assets	\$	346,023,072	\$ 311,364,910	\$	34,658,162
Non-current assets		358,659,922	317,683,276		40,976,646
Total Assets	_	704,682,994	629,048,186		75,634,808
DEFERRED OUTFLOWS OF RESOURCES		15,906,777	13,216,852		2,689,925
LIABILITIES					
Current liabilities		54,922,978	27,786,777		27,136,201
Non-current liabilities		145,069,807	117,391,540		27,678,267
Total Liabilities		199,992,785	145,178,317		54,814,468
DEFERRED INFLOWS OF RESOURCES		20,721,518	32,300,914		(11,579,396)
NET POSITION					
Net investment in capital assets		358,563,672	317,647,700		40,915,972
Restricted		29,072,393	28,709,535		362,858
Unrestricted		112,239,403	118,428,572		(6,189,169)
Total Net Position	\$	499,875,468	\$ 464,785,807	\$	35,089,661

Assets

Total Assets increased approximately \$75 million, a percentage increase of 12%. The major changes affecting total assets are listed below:

- Current assets increased approximately \$34.6 million. This was due primarily to an increase in cash for categorical funding, State mandated costs reimbursements and increased property tax revenues.
- Non-current assets increased \$41 million over the prior year primarily due to increases in capital assets and
 construction in progress for projects such as the ATEP site development, the IVC A400 renovation, the
 Saddleback College new Science building, ATAS Swing Space renovation, and Fine Arts HVAC renovation,
 and District technology projects.

Liabilities

Total liabilities increased by approximately \$54.8 million; an increase of 37.8%. The major changes affecting total liabilities are listed below:

- Current liabilities increased approximately \$27.1 million. Accounts payable increased approximately \$8
 million for capital outlay projects and accrued payroll expenses. Deferred student fee revenue increased by
 approximately \$14 million.
- Non-current liabilities increased by \$27.6 million as a result of GASB 68 Net Pension Liability as described in Note 11.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS, continued FOR THE YEAR ENDED JUNE 30, 2016

STATEMENT OF NET POSITION (continued)

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Pursuant to GASB Statement No. 68, Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27, the District recognized deferred outflows and inflows of resources related to pensions in the District-wide financial statements. Refer to Note 11 for the District's deferred outflows and inflows of resources related to pensions.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

The Statement of Revenues, Expenses and Changes in Net Position present information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods, such as revenues pertaining to receivables and expenses pertaining to earned, but unused, compensated balances.

Student Tuition and Fees	OPERATING REVENUES		2016	2015	\$ Change	% Change
Net tuition & fees 35,224,838 34,40,209 784,629 2.3% Grants and Contracts, noncapital: Federal 2,987,343 2,558,497 428,846 16,8% State 19,571,211 13,186,235 6,384,976 48,4% Local 1,982,127 2,633,212 (651,085) 2-47% Internal Service Sales and Charges (31,85,327) 660,190 (13,845,517) -2097,2% Subtotal 11,355,354 19,038,134 (7,682,780) -40,4% Total Operating Revenues 46,580,192 53,478,343 (6,898,151) -12,9% OPERATING EXPENSES 311,867,108 115,923,715 15,943,393 13,8% Benefits 63,482,955 37,727,801 25,755,154 68,3% Financial aid 29,224,426 28,134,293 1,190,103 3.9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Experical materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18.9% Utilities 3,22,344<	Student Tuition and Fees	\$	48,460,902	\$ 48,034,731	\$ 426,171	0.9%
Grants and Contracts, noncapital: 2,987,343 2,558,497 428,846 16.8% State 19,571,211 13,186,235 6,384,976 48.4% Local 1,982,127 2,633,212 (651,085) 2.47% Internal Service Sales and Charges (13,185,327) 660,190 (13,845,517) 2097,28 Subtotal 11,355,334 19,038,134 (6,891,51) -12.9% OPERATING EXPENSES Salaries 131,867,108 115,923,715 15,943,393 13.8% Benefits 63,482,955 37,727,801 25,755,154 668,58 Financial aid 29,24,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,474 4,415,865 18.9% Utilities 3,423,001 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES)	Less: Scholarship discount & allowance		(13,236,064)	(13,594,522)	358,458	-2.6%
Federal 2,987,343 2,558,497 42,8846 16,8% State 19,571,211 13,186,235 6,384,976 48,8% Local 1,982,127 2,633,212 (651,085) 2-4,7% Internal Service Sales and Charges (13,185,327) 660,190 (13,845,27) 2-097,2% Subtotal 11,355,354 19,038,134 (6,898,151) 2-10,29% CPURATING EXPENSES Salaries 131,867,108 115,923,715 15,943,93 13,8% Benefits 63,482,955 37,727,801 25,755,154 68,3% Financial aid 29,224,426 28,134,293 10,90,133 3,9% Supplies, materials, & other operating expenses 27,787,612 23,371,74 4,415,865 18,9% Utilities 3,423,301 3,437,208 (13,907) 2-0,4% Depreciation 12,864,406 12,109,518 754,888 62,8 OPERATING LOSS 222,069,616 (167,225,939) (54,843,677) 32,8 Non-capital 1,516,919 </td <td>Net tuition & fees</td> <td></td> <td>35,224,838</td> <td>34,440,209</td> <td>784,629</td> <td>2.3%</td>	Net tuition & fees		35,224,838	34,440,209	784,629	2.3%
State Loal 19,571,211 13,186,235 6,384,976 48.4% Local Local Local Local Local Local Local Local Local Local Local Local Local Property (ed.) 1,982,127 2,633,212 66,61,085 24.27% (ed.) Internal Service Sales and Charges 13,185,327 660,190 (13,485,517) 2097,22% (ed.) Subtotal 11,355,354 19,038,134 (7,682,780) -40.4% (ed.) Total Operating Revenues 46,580,192 53,478,343 (6,898,151) -12.9% OPERATING EXPENSES Salaries 131,867,108 115,923,715 15,943,393 13.8% Benefits 63,482,955 37,727,801 25,755,154 66,38% Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,747 4415,865 18.9% Utilities 3,423,301 3,437,200 13,437,204 14,945,868 62% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21,75 OPERATING LOSS	Grants and Contracts, noncapital:					_
Local 1,982,127 2,633,212 6651,085 -24.7% Internal Service Sales and Charges (13,185,327 660,190 (13,485,517 2097.2% 30,000 13,485,517 2097.2% 30,000 30,000 30,000 40,000 40,580,192 53,478,343 6,898,151 -12.9%	Federal		2,987,343	2,558,497	428,846	16.8%
Internal Service Sales and Charges 13,185,327 660,190 13,845,517 2.097.2% Subtotal 11,355,354 19,038,134 (7,682,780) -40.4% Total Operating Revenues 46,580,192 53,478,343 (7,682,780) -40.4% Total Operating Revenues 53,478,343 (6,6898,151) -12.9%	State		19,571,211	13,186,235	6,384,976	48.4%
Subtotal	Local		1,982,127	2,633,212	(651,085)	-24.7%
Total Operating Revenues 46,580,192 53,478,343 (6,898,151) -12.9% OPERATING EXPENSES Salaries 131,867,108 115,923,715 15,943,393 13.8% Benefits 63,482,955 37,727,801 25,755,154 68.3% Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,474 4,415,865 18.9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 226,649,808 220,704,282 47,945,526 21.7% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) State apportionments, non-capital 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,2592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 12,284,171	Internal Service Sales and Charges		(13,185,327)	660,190	(13,845,517)	-2097.2%
OPERATING EXPENSES Salaries 131,867,108 115,923,715 15,943,393 13.8% Benefits 63,482,955 37,727,801 25,755,154 68.3% Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18.9% Utilities 3,423,301 3,437,208 (13,907) 0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses (222,069,616) (167,225,939) (54,843,677) 32.8% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES,(EXPENSES) (224,069,616) (167,225,939) (54,843,677) 32.8% State apportionments, non-capital 1,516,919 760,210 756,709<	Subtotal		11,355,354	19,038,134	(7,682,780)	-40.4%
Salaries 131,867,108 115,923,715 15,943,393 13.8% Benefits 63,482,955 37,727,801 25,755,154 68.3% Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18.9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21.7% OPERATING COSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) State apportionments, non-capital 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8%	Total Operating Revenues		46,580,192	53,478,343	(6,898,151)	-12.9%
Benefits 63,482,955 37,727,801 25,755,154 68.3% Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18.9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21,7% OPERATING CLOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85,8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% <t< td=""><td>OPERATING EXPENSES</td><td></td><td></td><td></td><td></td><td></td></t<>	OPERATING EXPENSES					
Financial aid 29,224,426 28,134,293 1,090,133 3.9% Supplies, materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18,9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21.7%	Salaries		131,867,108	115,923,715	15,943,393	13.8%
Supplies, materials, & other operating expenses 27,787,612 23,371,747 4,415,865 18.9% Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21.7% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) 1,516,919 760,210 756,709 99,5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 154,90,443 13,283,417 4.9% Investment income/(loss) - noncapital 590,889 989,041 (398,152) 40,3% Total Nonoperating Revenues (Expenses) 21,745,701 49,069,769 (27,324,068) -55,7% OTHER REVENUES AND (LOSSES) 51,263,234 8,800,737 3,882,497 44,1%	Benefits		63,482,955	37,727,801	25,755,154	68.3%
Utilities 3,423,301 3,437,208 (13,907) -0.4% Depreciation 12,864,406 12,109,518 754,888 6.2% Total Operating Expenses 268,649,808 220,704,282 47,945,526 21.7% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 12,683,234 8,800,737 3,882,497 44.1% <tr< td=""><td>Financial aid</td><td></td><td>29,224,426</td><td>28,134,293</td><td>1,090,133</td><td>3.9%</td></tr<>	Financial aid		29,224,426	28,134,293	1,090,133	3.9%
Depreciation	Supplies, materials, & other operating expenses		27,787,612	23,371,747	4,415,865	18.9%
Total Operating Expenses 268,649,808 220,704,282 47,945,526 21.7% OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) State apportionments, non-capital 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 21,745,701 49,069,769 (27,324,068) -55.7% OTHER Revenues, grants and gifts, capital 70,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital <th< td=""><td>Utilities</td><td></td><td>3,423,301</td><td>3,437,208</td><td>(13,907)</td><td>-0.4%</td></th<>	Utilities		3,423,301	3,437,208	(13,907)	-0.4%
OPERATING LOSS (222,069,616) (167,225,939) (54,843,677) 32.8% NONOPERATING REVENUES/(EXPENSES) 5 3 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 5 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 5 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 12,683,234 8,800,737 3,882,497 44.1% Local revenues, grants and gifts,	Depreciation		12,864,406	12,109,518	754,888	6.2%
NONOPERATING REVENUES/(EXPENSES) State apportionments, non-capital 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) State apportionments, capital 770,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Total Operating Expenses		268,649,808	220,704,282	47,945,526	21.7%
State apportionments, non-capital 1,516,919 760,210 756,709 99.5% Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55,17 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55,17 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55,17 49,069,769 (27,324,068) -55.7% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996)	OPERATING LOSS		(222,069,616)	(167,225,939)	(54,843,677)	32.8%
Local property taxes 185,161,046 172,568,128 12,592,918 7.3% Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55,764 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	NONOPERATING REVENUES/(EXPENSES)					
Federal grants and contracts, noncapital 27,772,603 26,487,886 1,284,717 4.9% State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 552,76 5	State apportionments, non-capital		1,516,919	760,210	756,709	99.5%
State taxes & other revenues 28,773,860 15,490,443 13,283,417 85.8% Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Local property taxes		185,161,046	172,568,128	12,592,918	7.3%
Investment income/(loss) - noncapital 590,889 989,041 (398,152) -40.3% Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7%	Federal grants and contracts, noncapital		27,772,603	26,487,886	1,284,717	4.9%
Total Nonoperating Revenues (Expenses) 243,815,317 216,295,708 27,519,609 12.7% GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 5tate apportionments, capital 770,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	State taxes & other revenues		28,773,860	15,490,443	13,283,417	85.8%
GAIN BEFORE OTHER REVENUES AND LOSSES 21,745,701 49,069,769 (27,324,068) -55.7% OTHER REVENUES AND (LOSSES) 55.7% 770,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Investment income/(loss) - noncapital		590,889	989,041	(398,152)	-40.3%
OTHER REVENUES AND (LOSSES) State apportionments, capital 770,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Total Nonoperating Revenues (Expenses)	_	243,815,317	216,295,708	27,519,609	12.7%
State apportionments, capital 770,761 725,000 45,761 6.3% Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	GAIN BEFORE OTHER REVENUES AND LOSSES		21,745,701	49,069,769	(27,324,068)	-55.7%
Local revenues, grants and gifts, capital 12,683,234 8,800,737 3,882,497 44.1% Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	OTHER REVENUES AND (LOSSES)					
Loss on disposal of equipment (110,035) (100,996) (9,039) 8.9% Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	State apportionments, capital		770,761	725,000	45,761	6.3%
Total Other Revenues and Losses 13,343,960 9,424,741 3,919,219 41.6% CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Local revenues, grants and gifts, capital		12,683,234	8,800,737	3,882,497	44.1%
CHANGE IN NET POSITION 35,089,661 58,494,510 (23,404,849) -40.0% NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Loss on disposal of equipment		(110,035)	(100,996)	(9,039)	8.9%
NET POSITION - BEGINNING 464,785,807 406,291,297 58,494,510 14.4%	Total Other Revenues and Losses	_	13,343,960	9,424,741	3,919,219	41.6%
	CHANGE IN NET POSITION		35,089,661	58,494,510	(23,404,849)	-40.0%
NET POSITION - ENDING \$ 499,875,468 464,785,807 35,089,661 7.5%	NET POSITION - BEGINNING		464,785,807	406,291,297	58,494,510	14.4%
	NET POSITION - ENDING	\$	499,875,468	464,785,807	35,089,661	7.5%

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)

Operating Revenues

Total Operating Revenues decreased by approximately \$6.9 million, a percentage decrease of 12.9%.

- Net tuition and fees experienced an increase of \$785 thousand, approximately 2%. Fee revenue increased by \$426 thousand primarily as a result of higher non-resident tuition revenue. Scholarship discounts and allowances decreased by \$358 thousand from lower demand in BOGG fee waivers.
- Non capital grants and contracts increased \$6.2 million, an increase of 34%. Factors contributing to this include a \$4.0 million STRS on behalf payment (offset in benefits expense), \$1.6 million lower Physical Plant & Instructional Equipment Support, \$2.6 million of increased funding for Student Success programs, and \$1.0 million for the Adult Ed Block Grant program.
- Internal Service Sales and Charges decreased by \$13.8 million, primarily as a result of a \$14.5 million deposit to the pension stability trust fund.

Operating Expenses

Total Operating Expenses increased by 22%, approximately \$47.9 million. Items of significance affecting the changes include:

- Salaries and benefits increased by approximately \$41.7 million, an increase of 27%. Salaries increased by \$15.9 million (13.8%) primarily as a result of negotiated salary increases. Benefits increased by \$25.8 million or 68.3% due to the GASB 68 reporting requirements for pension benefits, and higher pension contribution rates.
- Financial Aid increased by \$1 million. This was due primarily to more Pell grants being awarded in FY 2015-2016.
- Supplies, materials and other operating expenses increased by \$4.4 million, an increase of 18.9%. The increase was primarily for capital outlay related contract service costs for projects that were completed during the year.

Non-Operating Revenues (Expenses)

Non-Operating Revenues increased by \$27.5 million, a 12.7% increase, mainly due to the following:

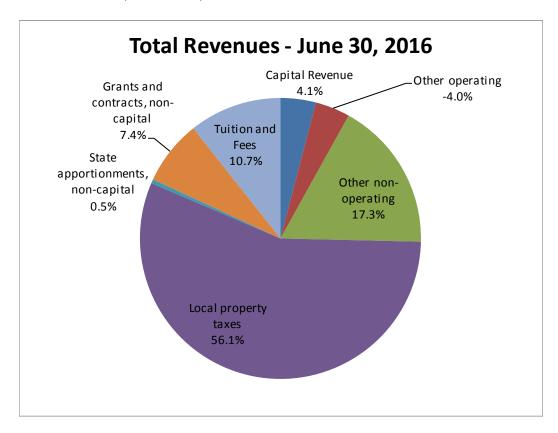
- The increase of \$12.6 million, 7.3%, in local property tax reflects the moderate growth trend of the local property tax base.
- Federal grants and contracts increased by \$1.3 million, 4.9%, primarily as a result of increased Pell grant awards at both colleges.
- State taxes and other revenues increased \$13.3 million, 85.8%, which represents one-time state resources for the backlog of mandated costs claims.

Capital contributions

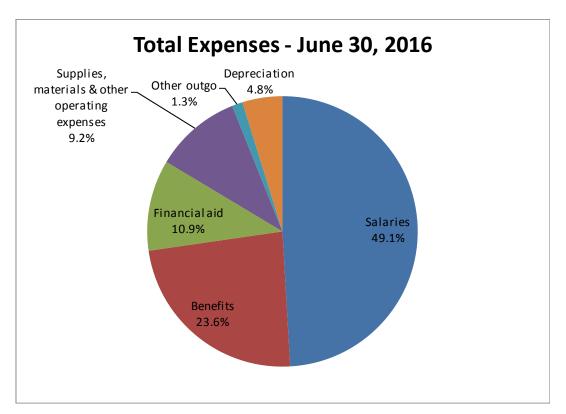
Capital contributions increased by 42.0%, approximately \$4.0 million.

Local capital revenues increased \$3.9 million, a 44.1% increase, primarily due to a lease extension fee.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)



STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)



District's Fiduciary Responsibility

The District is the trustee, or fiduciary, for certain amounts held on behalf of students, clubs, and donors for student loans and scholarships. The District's fiduciary activities are reported in a separate statement of fiduciary net position. These activities are excluded from the District's other financial statements because these assets cannot be used to finance operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2016, the District had approximately \$358.5 million invested in net capital assets. Total capital assets of \$524.9 million consist of land, construction in progress, buildings and improvements, vehicles, data processing equipment, and other office equipment. These assets have accumulated depreciation of \$166.4 million. In FY 2015-2016, there were capital asset additions in the amount of \$77.6 million. Deletions of \$24.6 million include \$23.7 million of completed construction in progress moved to buildings and equipment assets and \$951 thousand of disposals. Depreciation expense of \$12.0 million was recorded for FY 2015-2016.

Note 5 to the financial statements provides additional information on capital assets. A comparison of capital assets net of depreciation is summarized below:

	2016	2015]	Net Change
Land and construction in progress	\$ 183,869,184	\$ 156,702,061	\$	27,167,123
Buildings and equipment	341,045,917	315,274,585		25,771,332
Accumulated depreciation	(166,351,429)	(154,328,946)		(12,022,483)
Total Capital Assets	358,563,672	317,647,700		40,915,972

Debt

At June 30, 2016, the District had \$146.8 million in debt. Note 9 provides additional information on long-term liabilities. A comparison is summarized below:

	2016		2015		Net Change	
Compensated absences	\$	4,014,127	\$	4,065,449	\$	(51,322)
Claims liability		321,673		365,061		(43,388)
Net OPEB obligation		184,357		445,822		(261,465)
Net pension liability		142,345,492		114,205,343		28,140,149
Total Long-term Liabilities	\$	146,865,649	\$	119,081,675	\$	27,783,974

ECONOMIC OUTLOOK AND FACTORS AFFECTING NEXT YEAR'S BUDGET

The FY 2016-2017 state budget for community colleges included no cost of living adjustment (COLA) on general purpose apportionments and 2% for growth funding statewide. The District's calculated growth rate is 0.5%. While the District does not receive these funds from the state, these amounts were funded in the allocation model with property tax revenues. The colleges are prepared to earn the additional growth funds while containing enrollments to available funding levels.

The District has been identified as a "locally funded" district since 1999-2000, meaning its primary source of revenue comes from local property taxes, not state apportionment. The FY 2016-2017 adopted budget assumes an increase in property tax revenue of 4% from FY 2015-2016 actual receipts. This assumption is based on prior years' history and conservative estimations provided by the county auditor/controller's office. Property tax receipts have been a stable revenue source with moderate growth in recent years. The District continues to experience sufficient revenue to maintain funding of the colleges and allow for future capital projects. Excess funds over what would be received from the state funding formula are used to pay for long-term debt, one-time expenditures, and capital outlay needs.

The most recent actuarial study was completed for OPEB liability in January 2016. Based on a revised discount rate of 6%, the unfunded actuarial accrued liability (UAAL) is \$6.4 million. The District has budgeted sufficient funds to fund the UAAL and meet the annual required contribution for FY 2016-2017. The next actuarial study will be completed in January 2017.

The state provided increased funding for instructional equipment and scheduled maintenance in its FY 2016-2017 budget. The District allocation of \$4.1 million will greatly assist with the college's backlog of scheduled maintenance and instructional needs. The state budget also provided a reduced allocation of one time funds to address the outstanding mandated cost claims (3.1 million).

In 2015, the legislature approved increases in the employer STRS contribution rate through FY 2020-2021 in order to address the large unfunded liability. For FY 2016-2017, the rate increased from 10.73% to 12.58%. Projected rate increases for PERS are also expected to be significant in the coming years. For FY 2016-2017 the PERS rate increased from 11.847% to 13.888%. While the state budget included a 1.2% base allocation increase to partially fund these increased costs, the District created a Pension Stability Trust to pre-fund the increased costs anticipated through FY 2020-2021.

REQUEST FOR INFORMATION

The financial report is designed to provide a general overview of the District's finances. Questions concerning this report or requests for additional financial information should be addressed to the South Orange County Community College District, Office of the Executive Director of Fiscal Services, 28000 Marquerite Parkway, Mission Viejo, CA 92692-3635.

	Business-Type Activ	vitv
	Primary Governme	<u> </u>
ASSETS	•	
CURRENT ASSETS		
Cash and cash equivalents	\$ 7,159,6	39
Investments	327,102,8	85
Accounts receivable	10,485,4	01
Prepaid expenses	1,143,3	44
Inventory	38,1	03
Due from fiduciary funds	93,7	00
Total Current Assets	346,023,0	72
NONCURRENT ASSETS		
Restricted cash and cash equivalents	73,7	44
Restricted student loan receivable	22,5	06
Capital assets, net of accumulated depreciation	358,563,6	72
Total Noncurrent Assets	358,659,9	22
TOTAL ASSETS	704,682,9	94
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows related to pensions	15,906,7	77
TOTAL DEFERRED OUTFLOWS OF RESOURCES	15,906,7	
LIABILITIES		
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	29,437,9	86
Unearned revenue	24,010,8	
Current portion - long-term liabilities	1,474,1	
Total Current Liabilities	54,922,9	
NONCURRENT LIABILITIES		
Noncurrent portion - long-term liabliities	145,069,8	07
TOTAL LIABILITIES	199,992,7	
DEFERRED INFLOWS OF RESOURCES		
Deferred inflows related to pensions	20,721,5	18
TOTAL DEFERRED INFLOWS OF RESOURCES	20,721,5	_
NET POSITION		
Net investment in capital assets	358,563,6	72
Restricted for:	222,200,0	-
Capital projects	24,292,2	.12
Educational programs	1,050,3	
Other purposes	3,729,8	
Unrestricted	112,239,4	
TOTAL NET POSITION	\$ 499,875,4	
101mener 100mon	ψ 4,7,073,4	50

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page 19 of 87 STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT

	Business-Type Activity
	Primary Government
OPERATING REVENUES	
Student Tuition and Fees	\$ 48,460,902
Less: scholarship discount & allowance	(13,236,064
Net tuition & fees	35,224,838
Grants and Contracts, noncapital:	
Federal	2,987,343
State	19,571,211
Local	1,982,127
Internal Service Sales and Charges	(13,185,327
Subtotal	11,355,354
TOTAL OPERATING REVENUES	46,580,192
OPERATING EXPENSES	
Salaries	131,867,108
Benefits	63,482,955
Financial aid	29,224,426
Supplies, materials, & other operating expenses	27,787,612
Utilities	3,423,301
Depreciation	12,864,406
TOTAL OPERATING EXPENSES	268,649,808
OPERATING LOSS	(222,069,616
NONOPERATING REVENUES/(EXPENSES)	
State apportionments, non-capital	1,516,919
Local property taxes	185,161,046
Federal grants and contracts, non-capital	27,772,603
State taxes & other revenues	28,773,860
Investment income, non-capital	590,889
TOTAL NONOPERATING REVENUES (EXPENSES)	243,815,317
GAIN BEFORE OTHER REVENUES AND LOSSES	21,745,701
OTHER REVENUES AND (LOSSES)	
State apportionments, capital	770,761
Local revenues, grants and gifts, capital	12,683,234
Loss on disposal of equipment	(110,035
TOTAL OTHER REVENUES AND GAINS	13,343,960
CHANGE IN NET POSITION	35,089,661
NET POSITION - BEGINNING	464,785,807
NET POSITION - ENDING	\$ 499,875,468

	Business-Type Activi			
	Primary Government			
CASH FLOWS FROM OPERATING ACTIVITIES				
Tuition and fees	\$	35,224,838		
Federal grants and contracts	,	2,987,343		
State grants and contracts		19,571,211		
Local grants and contracts		1,982,127		
Payments to or on behalf of employees		(183,016,140)		
Payments to vendors for supplies and services		(31,210,913)		
Payments to students for scholarships and grants		(29,224,426)		
Auxiliary enterprise sales and charges		(13,185,327)		
Net Cash Used by Operating Activities		(196,871,287)		
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES				
State apportionments		1,516,919		
Property taxes		185,161,046		
State taxes and other revenues		28,773,860		
Federal grants and contracts		27,772,603		
Net Cash Provided by Non-capital Financing Activities		243,224,428		
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES				
Acquisition and construction of capital assets		(27,507,813)		
State apportionments, capital projects		770,761		
Local revenues, grants and gifts, capital		12,683,234		
Net Cash Used by Capital Financing Activities		(14,053,818)		
CASH FLOWS FROM INVESTING ACTIVITIES				
Investment income		590,889		
Net Cash Provided by Investing Activities		590,889		
NET INCREASE IN CASH & CASH EQUIVALENTS		32,890,212		
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	\$	301,446,056		
CASH AND CASH EQUIVALENTS - END OF YEAR	\$	334,336,268		

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, continued FOR THE YEAR ENDED JUNE 30, 2016

	Busin	Business-Type Activity			
	Primary Government				
RECONCILIATION OF OPERATING LOSS TO NET CASH					
USED BY OPERATING ACTIVITIES					
Operating loss	\$	(222,069,616)			
Adjustments to Reconcile Operating Loss to Net Cash Used by					
Operating Activities:					
Depreciation expense		12,864,406			
Changes in Assets and Liabilities:					
Accounts receivable		(1,430,644)			
Inventory		(5,161)			
Prepaid expense		(306,837)			
Accounts payable and accrued liabilities		13,700,782			
Unearned revenue		13,651,382			
Compensated absences		(51,322)			
Net pension liability		(13,046,373)			
Claims liabity		83,561			
Net OPEB obligation		(261,465)			
Total Adjustments		25,198,329			
Net Cash Flows From Operating Activities	\$	(196,871,287)			
CASH AND CASH EQUIVALENTS CONSISTS OF THE FOLLOWING:					
Cash on hand and in banks	\$	7,233,383			
Cash in county treasury		300,983,395			
Cash in Local Agency Investment Fund (LAIF)		26,119,490			
Total Cash and Cash Equivalents	\$	334,336,268			

	As					
	Studen	Re	Retiree (OPEB)			
	Tru	Trust				
ASSETS						
Cash and cash equivalents	\$	315,055	\$	-		
Investments		78,620		107,495,054		
Accounts receivable		134,355		486,878		
Prepaid expenses		1,438		-		
Total Assets		529,468		107,981,932		
LIABILITIES						
Agency obligations		113,936		-		
Accounts payable		16,545		-		
Unearned revenue		89,180		-		
Total Liabilities		219,661		-		
NET POSITION						
Restricted		309,807		107,981,932		
Total Net Position	\$	309,807	\$	107,981,932		

	ssociated nt Government	R.	otiroa (OPER)		
	rust Funds	Retiree (OPEB) Trust			
Additions					
Interest and investment income	\$ -	\$	-		
Less: Investement operating expenses	-		-		
Sales and other local revenues	907,798		19,169,309		
Total Additions	907,798		19,169,309		
Deductions					
Salaries	128,949		-		
Benefits	45,548		3,453,935		
Supplies and materials	82,321		-		
Other operating expenses and services	511,569		310,307		
Capital outlay	15,796		-		
Student financial aid	122,854		-		
Total Deductions	 907,037		3,764,242		
CHANGE IN NET POSITION	 761		15,405,067		
NET POSITION - BEGINNING	 309,046		92,576,865		
NET POSITION - ENDING	\$ 309,807	\$	107,981,932		

ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$	1,152,874
Investments		8,688,556
Contributions receivable		192,023
Prepaid expense		11,870
Total Current Assets		10,045,323
NONCURRENT ASSETS		
Gift annuity receivable		-
Long-term contributions receivable		932,559
Investments with the Foundation for		
California Community Colleges		1,251,513
Total Noncurrent Assets		2,184,072
CAPITAL ASSETS		
Property and equipment		15,930
Total Capital Assets		15,930
-		_
TOTAL ASSETS		12,245,325
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$	517,666
Accrued liabilities	·	272,651
Trust account liability		1,637
Total Current Liabilities		791,954
TOTAL LIABILITIES		791,954
NET ASSETS		
Unrestricted		513,801
		6,663,978
Temporarily restricted Permanently restricted		
TOTAL NET ASSETS		4,275,592
TOTAL NET ASSETS		11,453,371
TOTAL LIABILITIES AND NET ASSETS	\$	12,245,325

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DISCRETELY PRESENTED COMPONENT UNITS – STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2016

	<u></u>	Temporarily		emporarily	Permanently			
	Ur	restricted	I	Restricted	F	Restricted		Total
SUPPORT AND REVENUES								
Contributions	\$	96,061	\$	1,114,850	\$	1,062,069	\$	2,272,980
Special events income- fundraisers		246,622		155,605		-		402,227
In-Kind Donations		672,718		-		-		672,718
Donated services		426,671		-		-		426,671
Donated professional fees		43,697		6,016		-		49,713
Investment income		84,870		(69,465)		890		16,295
Sales & commission		50,060		260,699		126		310,885
Other contract services		103,805		205,552		48,611		357,968
Other revenue		-		-		-		-
Net assets released from restrictions		-						
Purpose restrictions satisfied		2,164,693		(2,164,693)		-		-
Total Support and Revenues		3,889,197		(491,436)		1,111,696		4,509,457
EXPENSES								
Program services		2,925,638		-		-		2,925,638
Supporting services								
Management and general activities		401,539		-		-		401,539
Fundraising		440,464		-		-		440,464
Total Expenses		3,767,641		-		-		3,767,641
CHANGE IN NET ASSETS		121,556		(491,436)		1,111,696		741,816
NET ASSETS - BEGINNING		392,245		7,155,414		3,163,896		10,711,555
NET ASSETS - ENDING	\$	513,801	\$	6,663,978	\$	4,275,592	\$	11,453,371

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The South Orange County Community College District (District) is the level of government primarily accountable for activities related to public education. The governing authority consists of elected officials who, together, constitute the Board of Trustees.

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District, in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. For financial reporting purposes, the component units have a financial and operational relationship which meets the reporting entity definition criteria of the Governmental Accounting Standards Board (GASB) Statement No. 14, as amended by GASB Statement No. 39, Determining Whether Certain Organizations Are Component Units and GASB Statement No. 61, The Financial Reporting Entity: Omnibus, and thus are included in the financial statements of the District.

Based upon the application of the criteria listed above, the Facilities Corporation 2011 of the South Orange County Community College District (Corporation) has been included in the District's reporting entity as a blended component unit. Separate financial information may be obtained through the District.

Based upon the application of the criteria listed above, the following component units have been included through discrete presentation:

The Foundation for the South Orange County Community College District, the Foundation for Advanced Technology and Education Park (ATEP), Saddleback College Foundation and Irvine Valley College Foundation – Each Foundation is a separate not-for-profit corporation. The Foundation's Board of Governors are appointed independent of any District Board of Trustee's elections. The Boards are responsible for approving their own budgets and accounting and finance related activities, however, the District's governing board has fiscal responsibility over each Foundation.

Separate financial information for the Foundations may be obtained through the District.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

A. Reporting Entity (continued)

In addition, the District maintains fiduciary funds which are composed of two trust funds and one agency fund as follows:

Associated Student Government Funds – These funds are held on behalf of students of the District under a formal trust agreement between the associated student government and the District.

South Orange County CCD Retiree (OPEB) Trust – The Trust is an irrevocable government trust pursuant to Section 115 of the Internal Revenue Code for the purpose of funding certain post-employment benefits. The Trust Board of Authority comprised of the Vice Chancellor of Business Services, Vice Chancellor of Human Resources and Employer/Employee Relations, District Executive Director of Fiscal Services/Comptroller, Vice President of Administrative Services, Saddleback College, and the Vice President of Administrative Services, Irvine Valley College, provide oversight over Trust investments and plan administration. As such, the District acts as the fiduciary of the Trust.

Agency Fund – Funds are held by the District on behalf of students, clubs and donors for student loans and scholarships.

Separate financial statements are not prepared for trust and agency funds.

B. Measurement Focus

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37 and No. 38. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Accounting

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain Federal and State grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year accrued. Revenue from Federal and State grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are costs incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred, when goods are received, or services are rendered.

D. Financial Statement Presentation

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments, and GASB Statement No. 35, Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities, as amended by GASB Statements No. 37 and No. 38. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - o Statements of Net Position Primary Government
 - o Statements of Revenues, Expenses, and Changes in Net Position Primary Government
 - o Statements of Cash Flows Primary Government
 - o Financial Statements for the Fiduciary Funds including:
 - Statements of Fiduciary Net Position
 - o Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include cash with county treasury balances for purposes of the statement of cash flows.

F. Accounts Receivable

Accounts receivable consists primarily of amounts due from the federal government, state, and local governments, or private sources, in connection with reimbursement of allowable expenses made pursuant to the District's grant and contracts.

G. **Inventory**

Inventories are presented at the lower of cost or market using the average cost method and are expensed when used. Inventory consists of expendable instructional, custodial, health and other supplies held for consumption.

H. Prepaid Expenses

Payments made to vendors for goods or services that will benefit periods beyond June 30, 2016, are recorded as prepaid items using the consumption method. A current asset for the prepaid amount is recorded at the time of the purchase and an expense is reported in the year in which goods or services are consumed.

I. Restricted Cash and Cash Equivalents

Restricted cash and cash equivalents are those amounts externally restricted as to use pursuant to the requirements of the District's grants, contracts, and debt service requirements.

J. <u>Capital Assets</u>

Capital assets are recorded at cost at the date of acquisition. Donated fixed assets are recorded at their acquisition value as of the date received. For equipment, the District's capitalization policy includes all items with a unit cost of \$5,000 or more and an estimated useful life of greater than one year. Buildings as well as renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful life of the structure are capitalized.

The cost of normal maintenance and repairs that does not add to the value of the asset or materially extend the asset's life is recorded in operating expense in the year in which the expense was incurred. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 10 years for site improvements, 8 years for equipment and vehicle, and 3 years for technology.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

K. Accounts Payable

Accounts payable consists of amounts due to vendors.

L. Accrued Liabilities

Accrued liabilities consist of salaries and benefits payable, and load banking. Load banking hours consist of hours worked by instructors in excess of a full-time load which they may carryover for future paid time off.

M. Unearned Revenue

Tuition and fees received prior to June 30 for classes and programs offered in the subsequent fiscal year are reported as unearned revenue.

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenses have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenses.

N. Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

In accordance with GASB Statement No. 16, *Accounting for Compensated Absences*, accumulated unpaid employee vacation benefits are recognized as a liability of the District as compensated absences in the Statement of Net Position.

Sick leave benefits are accumulated without limit for each employee. Accumulated employee sick leave benefits are not recognized as a liability of the District. The District's policy is to record sick leave as an operating expense in the period taken; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires and within the constraints of the appropriate retirement systems.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

P. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Q. Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

<u>Net Investment in Capital Assets</u>: Consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component of net investment in capital assets.

<u>Restricted</u>: Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

<u>Unrestricted</u>: Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

R. State Apportionments

The District does not receive state apportionments for the base calculation because it receives more than sufficient revenues from enrollment fees and property taxes. The excess property taxes above the base revenue calculations is referred to as basic aid funds.

The District does receive state apportionments for categorical programs. These allocations are based upon various financial and statistical information from the current and previous years.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

S. <u>Property Taxes</u>

Property taxes are assessed and levied by the County of Orange. Secured property taxes attach as an enforceable lien on property as of January 1. These taxes are payable in two installments on November 1 and February 1. Secured property taxes are considered delinquent after December 10 for the 1st installment and April 10 for the 2nd installment. Unsecured property taxes are payable in one installment on or before August 31 and are delinquent after August 31.

The District reports real and personal property tax on an accrual basis. A receivable has been accrued in these financial statements to reflect the amount of property taxes receivable as of June 30, 2016.

T. On-Behalf Payments

GASB Statement No. 24, Accounting and Financial Reporting for Certain Grants and Other Financial Assistance, requires that direct on-behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees of another, legally separate entity be recognized as revenue and expenditure by the employer government. The State of California makes direct on-behalf payments for retirement benefits to the State Teachers Retirement Systems (STRS) on behalf of all Community Colleges in California. The amount of on-behalf payments made for the District is estimated at \$3,994,825 for STRS for the year ended June 30, 2016. This amount has been reflected in the basic financial statements as a component of non-operating revenue and employee benefit expense.

U. Classification of Revenues

The District has classified its revenues as either operating or nonoperating revenues according to the following criteria:

<u>Operating revenues</u>: Operating revenues include activities that have the characteristics of exchange transactions, such as student fees, net of scholarship discounts and allowances, and most federal, state and local grants and contracts.

<u>Nonoperating revenues</u>: Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as state apportionment, property taxes, state taxes, non-capital federal grants and contracts investment income, and other revenue sources.

V. Scholarship Discount and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses, and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the District, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants and other federal, state or nongovernmental programs are recorded as operating revenues in the District's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the District has recorded a scholarship discount and allowance, including the Board of Governors Grants (BOG) waivers.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

W. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

X. Foundation Financial Statement Presentation

The South Orange County Community College District, Advanced Technology and Education Park (ATEP) Foundation, Saddleback College Foundation and Irvine Valley College Foundation present their financial statements in accordance with Statement of Financial Accounting Codifications. Under these reporting requirements, the Foundations are required to report information regarding their financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by the codification, the Foundations do not use fund accounting.

<u>Permanently Restricted Net Assets</u>: Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on related investments for general or specific purposes.

<u>Temporarily Restricted Net Assets</u>: Net assets subject to donor-imposed stipulations that will be met by actions of the Foundation and/or the passage of time.

<u>Unrestricted Net Assets</u>: Net assets not subject to donor-imposed restrictions.

Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting. Revenues are reported as increases in the unrestricted net assets classification unless use of the related assets is limited by donor-imposed restrictions. Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized as revenue until the conditions on which they depend are substantially met. Contributions for in-kind gifts from outside sources are recorded at their fair market value on the date of the donation.

Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Investments are reported at fair value in accordance with FASB Accounting Standards Codification (ASC) 820, Fair Value Measurements and Disclosures.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Y. New Accounting Pronouncements

GASB Statement No. 72 – In February 2015, GASB issued Statement No. 72, *Fair Value Measurement and Application*. This standard addresses accounting and financial reporting issues related to fair value measurements. The Statement is effective for periods beginning after June 15, 2015. The District has implemented GASB Statement No. 72 for the year ended June 30, 2016.

GASB Statement No. 73 – In June 2015, GASB issued Statement No. 73, Accounting and Financial Reporting for Pensions and Related Assets That are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68. This standard establishes requirements for defined benefit pensions that are not within the scope of GASB Statement 68 and amends certain provisions of GASB Statements 67 and 68. The Statement is effective for periods beginning after June 15, 2016. The District has not yet determined the impact on the financial statements.

GASB Statement No. 75 – In June 2015, GASB issued Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions. This standard's primary objective is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions. The Statement is effective for periods beginning after June 15, 2017. The District has not yet determined the impact on the financial statements.

GASB Statement No. 80 – In January 2016, GASB issued Statement No. 80, *Blending Requirements for Certain Component Units* – *an Amendment of GASB Statement No. 14*. This standard's primary objective is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. The Statement is effective for periods beginning after June 15, 2016. The District has not yet determined the impact on the financial statements.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

Cash and investments as of June 30, 2016, consist of the following:

Primary government	\$ 334,336,268
Fiduciary funds	107,888,729
Total Cash and Investments	\$ 442,224,997
Cash on hand and in banks	\$ 308,430,933
Cash in revolving	100,900
Investments	 133,693,164
Total Cash and Investments	\$ 442,224,997

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

B. <u>Investments</u>

Pooled Investments

	Carrying Value		Fair Value		Maturity Date*
Orange County Treasury Investment Pool	\$	300,983,395		300,953,297	370 Days
Local Agency Investment Fund (LAIF)		26,198,110		26,214,385	239 Days
Total	\$	327,181,505	\$	327,167,682	•

^{*}Weighted average days to maturity

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section (ECS) 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

NOTE 2 - CASH AND INVESTMENTS (continued)

B. <u>Investments</u> (continued)

Investment in State Investment Pool

The District is a voluntary participant in the Local Agency Investment Fund (LAIF) that is regulated by California Government Code Section 16429 under the oversight of the Treasurer of the State of California. The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by LAIF for the entire LAIF portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by LAIF, which is recorded on the amortized cost basis.

OPEB Trust

The Board of Authority of the Retiree Benefit (OPEB) Trust has established an investment policy under provisions of California Government Code Sections 53216.1, 53216.5, and 53216.6 which allows investment in any form or type of investment deemed prudent by the Board of Authority and not otherwise expressly restricted by law.

The investment policy authorizes the Trust to invest funds in certain types of investments including publicly traded common stocks, American Depository Receipts (ADRs), SEC-registered open-end mutual funds and Bank, Insurance Company or Trust Company commingled funds, closed-end SEC-registered mutual funds, Exchange Traded Funds (ETF), obligations of the U.S. Government and its agencies bonds issued by U.S. corporations or U.S. Corporations or U.S. subsidiaries of foreign companies that are incorporated within the U.S., certificates of deposit, money market funds, foreign bonds, asset-back securities, and U.S. Agency mortgage-backed pass-through securities.

Investments held by the Retiree Benefit (OPEB) Trust at June 30, 2016 are presented below:

				Weighted
				Average
	Investment Type	Fair Value	Credit Rating	Maturity (Years)
OP	EB Trust			
	Equity mutual funds	\$ 46,850,469	N/A	N/A
	Fixed income mutual funds	46,000,984	Average BBB	2.28 - 5.48
Tot	al for OPEB Trust	\$ 92,851,453		

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Equity mutual funds are not subject to interest rate risk. The Retirement Board of Authority has adopted an internally developed investments policy that authorized the use of a broad range of investment choices that have distinctly different risks and return characteristics.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 2 - CASH AND INVESTMENTS (continued)

B. <u>Investments (continued)</u>

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Equity mutual funds are not subject to credit risk. The Trust investment policy establishes minimum acceptable credit ratings for investments from any Nationally Recognized Statistical Rating Organization (NRSROs).

Custodial Credit Risk

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. As of June 30, 2016, the District's bank balance was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution, but not in the name of the District.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of an investment in a single user. The Trust and component units' investment policies limit investments to no more than 5% of assets invested in any single equity security, any single debt security or investment in any mutual fund that holds more than 5% of its portfolio in any single issue or issuer. The foregoing limitation is not intended to apply to the percentage of assets invested in a single diversified mutual fund, obligations of the U.S Government and its agencies, U.S. agency mortgage-backed pass-through securities, or to a mutual fund that invests in such obligations or securities. The Trust accounts did not violate any provisions of the California Government Code or its investment policy during the year ended June 30, 2016.

NOTE 3 – INTERFUND TRANSACTIONS

Interfund receivables and payables result when the interfund transfer is transacted after the close of the fiscal year. Inferfund activity within the funds has been eliminated in the basic financial statements, except for balances that are reflected between the business-type activity and fiduciary funds.

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2016 are as follows:

		Primary	Fiduciary				
	Go	overnment		Funds			
Federal	\$	362,712	\$	-			
State		3,081,055		-			
Local		7,041,634		134,345			
Total	\$	10,485,401	\$	134,345			

NOTE 5 – CAPITAL ASSETS

The following provides a summary of changes in capital assets for the year ended June 30, 2016:

		Balance						Balance
	Jι	July 01, 2015 Additions I			Deductions June		une 30, 2016	
Capital Assets not being Depreciated								
Land	\$	42,262,154	\$	-	\$	-	\$	42,262,154
Construction in progress		114,439,907		50,876,155		(23,709,032)		141,607,030
Total Capital Assets not being Depreciated		156,702,061		50,876,155		(23,709,032)		183,869,184
Capital Assets being Depreciated								
Site improvements		105,244,429		1,881,419		-		107,125,848
Buildings and improvements		186,444,665		21,069,416		(717,325)		206,796,756
Furniture & equipment		23,585,491		3,772,455		(234,633)		27,123,313
Total Capital Assets being Depreciated		315,274,585		26,723,290		(951,958)		341,045,917
Total Capital Assets		471,976,646		77,599,445		(24,660,990)		524,915,101
Less Accumulated Depreciation								
Site improvements		66,335,348		3,657,085		-		69,992,433
Buildings & improvements		70,897,485		6,778,355		(678,696)		76,997,144
Furniture & equipment		17,096,113		2,428,966		(163,227)		19,361,852
Total Accumulated Depreciation		154,328,946		12,864,406		(841,923)		166,351,429
Net Capital Assets	\$	317,647,700	\$	64,735,039	\$	(23,819,067)	\$	358,563,672

Depreciation expense for the year was \$12,864,406

NOTE 6 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2016 are as follows:

		Primary		Fiduciary
	Government Fund			Funds
Payroll	\$	10,385,625	\$	-
Construction		10,022,473		-
Other		9,029,888		113,936
Total	\$	29,437,986	\$	113,936

NOTE 7 – UNEARNED REVENUES

Unearned revenues as of June 30, 2016 are as follows:

	Primary]	Fiduciary
	Government			Funds
State categorical sources	\$	9,306,791	\$	-
Capital Outlay		2,245,473		-
Student enrollment fees		11,472,532		-
Other local sources		986,024		89,180
Total	\$	24,010,820	\$	89,180

NOTE 8 – LEASES

A. Operating Leases

The District has entered into various operating leases for the rental of facilities and equipment with lease terms in excess of one year. None of these agreements contain purchase options. Future minimum lease payments under these agreements are as follows:

Leas	e Payment
\$	220,607
	213,366
\$	433,973
	\$

The District will receive no sublease rental revenues nor pay any contingent rentals for these facilities or equipment.

NOTE 8 - LEASES (continued)

B. Sublease

In March 2004, the District entered into a sublease with the City of Tustin for lease of 30.71 acres of former Marine Corps Air Station MCAS) Tustin. The property is being used for the Advanced Technology Educational Campus. The leas will end on the earlier of December 31 2050 or the effective date of conveyance of the portion of the leased property to the District. Future minimum lease payments under this agreement to the City of Tustin are currently anticipated to be a follows:

For the Year Ended

June 30,	_L	ease Payment
2017	\$	6,600
2018		6,600
2019		6,600
Total	\$	19,800

The rent for this property consists of payment for all protection and maintenance for the leased premises as well as the reimbursement of operating expenses. For the year ended June 30, 2016 the District incurred reimbursement of operating expenses to the City of Tustin for the property in the amount of \$6,600.

NOTE 9 – LONG TERM OBLIGATIONS

A schedule of changes in long-term obligations for the year ended June 30, 2016 is shown below:

		Balance	Adjustments/						Balance]	Due Within
	J	uly 01, 2015	Restatements		Additions		Deductions		ons June 30, 2016		One Year
											_
Compensated absences	\$	4,065,449	\$	\$	2,426,187	\$	2,477,509		4,014,127	\$	1,364,803
Claims liability		365,061		-	59 <i>,</i> 797		103,185		321,673		109,369
Net OPEB obligation		445,822		-	3,614,498		3,875,963		184,357		-
Net pension liability		114,205,343			28,140,149		-		142,345,492		-
Totals	\$	119,081,675	\$	- \$	34,240,631	\$	6,456,657	\$	146,865,649	\$	1,474,172

Net Pension Liability

The District's beginning net pension liability was \$114,205,343 and increased by \$28,140,149 during the year ended June 30, 2016. The ending net pension liability at June 30, 2016 was \$142,345,492. See Note 11 for additional information regarding the net pension liability.

NOTE 10 – RENTAL INCOME

SOCCCD holds a ground lease on a 23-acre site improved with a 400-unit apartment complex built in 1987 that is located adjacent to Saddleback College. The original term of the ground lease ran through September 2040. In July 2016, SOCCCD negotiated an amendment and restatement of the ground lease providing funds tor renovations and improvements to the property, and extending the lease term from September 2040 to September 2075. Annual lease payments shall be adjusted annually based upon the percentage change for the preceding calendar year as contained in the "Consumer Price Index For All Urban Consumers Los Angeles-Anaheim-Riverside area", published by the United States Department of Labor, Bureau of Labor Statistics, provided however, that there shall be a minimum increase of three percent over the preceding annual rent and not more than six percent over such preceding year. Minimum annual lease receipts for the next five years and afterward are as follows:

For the Year Ended	
June 30,	Lease Payment
2017	\$ 2,646,346
2018	2,725,736
2019	2,807,509
2020	2,891,734
2021	2,978,486
2022-2026	16,287,581
2027-2031	18,881,770
2032-2036	21,889,147
2037-2041	25,375,521
2042-2046	29,417,183
2047-2051	34,102,578
2052-2056	39,534,234
2057-2061	45,831,013
2062-2066	53,130,705
2067-2071	61,593,049
2072-2075	56,266,117
	\$ 416,358,709

NOTE 11 – EMPLOYEE PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

				Def	erred inflows		
		Deferred outflows				Pension	
	Net pension liability	related to pensions			pensions	expense	
STRS Pension	\$ 86,772,244	\$	7,181,247	\$	15,404,068	\$ 21,627,955	
PERS Pension	55,573,249		8,725,530		5,317,450	4,848,389	
	\$ 142,345,493	\$	15,906,777	\$	20,721,518	\$ 26,476,344	

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits to plan members and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits provided

The CalSTRS defined benefit plan has two benefit formulas:

CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS

CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS

CalSTRS 2% at 62

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

California State Teachers' Retirement System (CalSTRS) (continued)

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 9.20% and 8.56% of their salary for fiscal year 2016, respectively, and the District is required to contribute an amount established in State statute. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$7,181,247 for the year ended June 30, 2016.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-14 education. These payments consist of state general fund contributions of approximately \$3,994,825 to CalSTRS (7.126% of 2013-14 creditable compensation subject to CalSTRS).

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net	
pension liability	\$ 86,772,244
States's proportionate share of the net pension	
liability associated with the District	45,892,828
Total	\$ 132,665,072

The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, an amount established in State statute. At June 30, 2016, the District's proportion was .129% percent, which was an increase of from its proportion measured as of June 30, 2015.

California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2016, the District recognized pension expense of \$21,627,955. In addition, the District recognized pension expense and revenue of \$3,553,968 for support provided by the State. At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		Deferred Inflows of Resources	
Differences between projected and				
actual earnings on plan investments	\$	-	\$	7,073,348
Differences between expected and				
actual experience		-		1,449,984
Changes in proportion and differences				
between District contributions and				
proportionate share of contributions		-		6,880,736
District contributions subsequent				
to the measurement date		7,181,247		-
	\$	7,181,247	\$	15,404,068

The \$7,181,247 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Deferred	Outflows	Defe	erred Inflows
of Resources		of	Resources
\$	-	\$	3,156,790
	-		3,156,790
	-		3,156,790
	-		3,156,790
	-		1,388,453
	-		1,388,455
\$	-	\$	15,404,068
	of Re	\$ - - - - -	of Resources of \$ \$

California State Teachers' Retirement System (CalSTRS) (continued)

Actuarial assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	3.00%
Investment Yield (Net of Expenses)	7.60%
Wage Inflation	3.75%

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2014 valuation were based on the results of an actuarial experience study for the period July 1, 2006–June 30, 2010.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance - PCA) as an input to the process. Based on the model from CalSTRS consulting actuary's (Milliman) investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that annual returns are lognormally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation by PCA is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

		Long-Term*
	Assumed Asset	Expected Real
Asset Class	Allocation	Rate of Return
Global Equity	47%	4.50%
Private Equity	12%	6.20%
Real Estate	15%	4.35%
Inflation Sensitivie	5%	3.20%
Fixed Income	20%	20.00%
Cash/Liquidity	1%	0.00%
	100%	

^{*10-}year geometric average

California State Teachers' Retirement System (CalSTRS) (continued)

Discount rate

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.60 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.60 percent) or 1-percentage-point higher (8.60 percent) than the current rate:

	Decrease	Discount Rate	Increase
	(6.60%)	(7.60%)	(8.60%)
District's proportionate share of			
the net pension liability	\$ 1,175,035,200	\$ 86,772,244	\$ 402,634,800

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 11 - EMPLOYEE PENSION PLANS (continued)

California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for retirement and disability for eligible members, and death benefits for survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 6.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2016 was 11.847% of annual payroll. Contributions to the plan from the District were \$5,424,269 for the year ended June 30, 2016.

California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the District reported a liability of \$55,573,249 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2015, the District's proportion was .377 percent, which was a decrease of .001% percent from its proportion measured as of June 30, 2014.

For the year ended June 30, 2016, the District recognized pension expense of \$4,848,389. At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		Deferred Inflow of Resources		
Differences between projected and actual earnings on plan investments	\$		\$	1,902,875	
Differences between expected and	Ψ	_	Ψ	1,702,073	
actual experience		3,176,093		-	
Changes in assumptions		-		3,414,575	
Changes in proportion and differences					
between District contributions and					
proportionate share of contributions		125,168		-	
District contributions subsequent					
to the measurement date		5,424,269		-	
	\$	8,725,530	\$	5,317,450	
Changes in assumptions Changes in proportion and differences between District contributions and proportionate share of contributions District contributions subsequent	\$	125,168 5,424,269	\$, ,	

The \$5,424,269 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources		erred Inflows Resources
2017	\$	1,138,366	\$ 1,653,158
2018		1,138,366	1,653,158
2019		1,024,529	1,535,414
2020			475,720
	\$	3,301,261	\$ 5,317,450

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 11 - EMPLOYEE PENSION PLANS (continued)

California Public Employees' Retirement System (CalPERS) (continued)

Actuarial assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation 2.75%

Investment Yield (Net of Expenses) 7.65%

Wage Inflation Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB.

The actuarial assumptions used in the June 30, 2014, valuation were based on the results of an actuarial experience study for the period from 1997 to 2011.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

California Public Employees' Retirement System (CalPERS) (continued)

Actuarial assumptions (continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

	Assumed Asset	Real Return	Real Return
Asset Class	Allocation	Years 1-10*	Years 11+**
Global Equity	51%	5.25%	5.71%
Global Fixed Income	19%	0.99%	2.43%
Inflation Sensitive	6%	0.45%	3.36%
Private Equity	10%	6.83%	6.95%
Real Estate	10%	4.50%	5.13%
Infrastructure and Forestland	2%	4.50%	5.09%
Liquidity	2%	-0.55%	-1.05%
	100%		

^{*} An expected inflation of 2.5% used for this period

Discount rate

The discount rate used to measure the total pension liability was 7.65 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS' website.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.65 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.65 percent) or 1-percentage-point higher (8.65 percent) than the current rate:

	1%		Current	1%	
	Decrease (6.50%)	Di	scount Rate (7.50%)	Increase (8.50%)	
District's proportionate share of					
the net pension liability	\$ 75,277,801	\$	55,573,249	\$ 15,867,484	

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

^{**} An expected inflation of 3.0% used for this period

NOTE 12 – POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description

The District administers a single-employer defined benefit healthcare plan (the Retiree Health Plan). The plan provides health, dental, and vision benefits to eligible retirees and their dependents in accordance with provisions established through negotiations between the District and the bargaining unions representing employees. Plan provisions are renegotiated each three-year bargaining period. The District reports the financial activity of the plan as a trust fund. Please see separate report.

Eligibility

The District currently provides retiree and dependent health benefits to eligible academic, classified, classified leadership and administrators until retirees reach age 65. Eligibility requirements vary by employee classification. All participants must have a minimum service of 10 years and minimum required hours of 75% FTE. In addition, classified employees must be at least 60 years of age; and classified leadership, administrators and academic employees must retire under PERS or STRS. The District also pays for retiree only Medicare supplemental coverage for academic, classified leadership and administrative retirees beyond age 65.

Retirees and beneficiaries receiving benefits	308
Active plan members	899
Total	1,207

Funding Policy

The contribution requirements are established and may be amended by the District. The required contribution is based on projected pay-as-you-go financing requirements, with an annual adjustment to fully fund the actuarially determined annual required contribution. For fiscal year 2015-2016, the District contributed \$3,453,935 to the plan for current year premiums. The District pays for 100% of coverage.

NOTE 12 - POSTEMPLOYMENT HEALTHCARE BENEFITS (continued)

Annual OPEB Cost and Net OPEB Obligation

The District's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover the normal cost each year and amortize an unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed, and changes in the District's net OPEB obligation:

Annual required contribution (ARC)	\$ 3,609,471
Interest on net OPEB obligation	31,208
Adjustment to annual required contribution	(26,181)
Annual OPEB cost	3,614,498
Contributions made	(3,875,963)
Changes in net OPEB obligation	(261,465)
Net OPEB obligation, beginning of year	445,822
Net OPEB obligation, end of year	\$ 184,357

The District's annual OPEB cost, the percentage of annual OPEB cost contributed, and the net OPEB obligation was as follows:

	Percentage of						
	Annual OPEB Cost				let OPEB		
For the Year Ended	Annual OPEB Cost		Contributed	О	bligation		
June 30, 2016	\$	3,614,498	107.23%	\$	184,357		
June 30, 2015	\$	2,895,781	119.97%	\$	445,822		
June 30, 2014	\$	4,445,937	95.68%	\$	184,357		

NOTE 12 – POSTEMPLOYMENT HEALTHCARE BENEFITS (continued)

Funding Status and Funding Progress

The funded status of the OPEB Plan as of June 30, 2016, is as follows:

Unfunded Actuarial Accrued Liability/(Surplus) (UAAL)	\$ (3,799,015)
Actuarial Value of Plan Assets	89,382,084
Actuarial Accrued Liability (AAL)	\$ 85,583,069

Funded Ratio (Actuarial Value of Plan Assets/AAL)

104.4%

The above noted actuarial accrued liability was based on the January 1, 2016, actuarial valuation. Actuarial valuations of an ongoing benefit plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the financial statements, presents multiyear trend information about whether the actuarial value of plan assets, if any, is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. The schedule of employer contribution also presented as required supplementary information, presents trend information about the amounts contributed to the plan by employers in comparison to the annual required contribution (ARC).

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, if any, consistent with the long-term perspective of the calculations.

The actuarial cost method used in determining the benefit obligations is the Entry Age Normal Cost method. The actuarial assumptions included a 7.0 percent investment rate of return (net of administrative expenses) which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan at the valuation date, and an annual healthcare cost trend rate of 4.0 - 6.5 percent which included a 2.8 percent inflation assumption.

NOTE 13 – JOINT POWERS AGREEMENT

The District participates in five joint powers agreement (JPA) entities: the Statewide Association of Community Colleges (SWACC), the Schools Excess Liability Fund (SELF), the Protected Insurance Programs for Schools (PIPS), the Self-Insured Schools of California (SISC), and the Alameda County School Insurance Group (ACSIG). The relationship between the District and the JPAs is such that none of the JPAs are a component unit of the District for financial reporting purposes.

NOTE 13 - JOINT POWERS AGREEMENT (continued)

SWACC provides liability and property insurance for its member colleges. SWACC's membership consists of two joint power authority (JPA) members (which represent 21 districts) and 25 individual member districts for a total of 46 community college districts. A full Board of Directors comprised of one representative from each member governs SWACC. Each Board Member is allocated a number of votes determined by a weighted system that is based on the lottery full-time equivalent students (FTES) of each member. The Board elects from its members a President, Vice-President, Secretary and Treasurer. Each member shares surpluses and deficits proportionately to its participation in SWACC.

SELF arranges for and provides a self-funded or additional insurance for excess liability fund for members, elected alternates, and two ex-officio members. The board controls the operations of SELF, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the board. Each member pays an annual contribution based upon that calculated by SELF's board of directors and shares surpluses and deficits proportionately to its participation in SELF.

PIPS provides workers' compensation reinsurance protection to its membership for public schools and community colleges throughout California. SISC, Self-Insured Schools of California, is a Joint Powers Agreement administered by the Kern County Superintendent of Schools Office. SISC's focus is on pooling resources to provide schools with a more stable long term health insurance solution rather than purchasing from commercial carriers. South Orange County College District has been a member since August 2003.

South Orange County Community College District's dental and vision coverage is administered through ACSIG, Alameda County School Insurance Group, which the District joined in July 2003. The program offers both a fixed rate as well as a self-funded option for individual school districts or school JPAs throughout California. There are presently over 300 school districts covering 70,000 employees participating in the program. The large size of the group allows ACSIG to enjoy a very low administration rate with Delta Dental which results in reduced costs for all members.

Condensed financial information for each JPA for the most current information available is as follows:

	SWACC	SELF	PIPS	SISC	ACSIG
	6/30/2015	6/30/2015	6/30/2015	9/30/2015	6/30/2015
	(Audited)	(Audited)	(Audited)	(Audited)	(Audited)
Total assets	\$53,936,821	\$ 154,826,708	\$ 109,911,317	\$ 344,609,638	\$ 31,906,924
Total liabilities	23,420,128	122,637,079	99,473,185	147,784,306	30,649,692
Retained earnings	\$30,516,693	\$ 32,189,629	\$ 10,438,132	\$ 196,825,332	\$ 1,257,232
Total revenues	\$17,548,276	\$ 11,968,752	\$ 236,319,886	\$ 1,642,782,008	\$ 136,396,673
Total expenses	17,540,625	23,063,637	237,952,641	1,591,548,088	134,946,771
Net increase/(decrease) in					
retained earnings	\$ 7,651	\$ (11,094,885)	\$ (1,632,755)	\$ 51,233,920	\$ 1,449,902

NOTE 14 – FUNCTIONAL EXPENSES

The functional expenses for the year ended June 30, 2016 were as follows:

				Non		Supplies					
	In	Instructional		Instructional		Materials and					
	9	Salary and	nd Salary and		other Expenses						
		Benefits	enefits		and Services		Fi	nancial Aid	D	epreciation	Total
Instructional Activities	\$	98,254,839	\$	5,273,552	\$	7,179,621	\$	-	\$	-	\$ 110,708,012
Academic Support		1,236,063		12,975,845		2,673,195		-		-	16,885,103
Student Services		-		33,369,158		1,687,217		-		-	35,056,375
Operation and Maintenance of Plant		-		10,704,225		8,947,219		-		-	19,651,444
Institutional Support Services		-		24,791,053		7,924,932		-		-	32,715,985
Community Services and Economic Development		15,907		3,020,503		737,518		-		-	3,773,928
Ancillary Services and Auxiliary Operations		-		5,708,918		1,248,338		-		-	6,957,256
Physical Property & Related Acquisitions		-		-		119,436		-		-	119,436
Transers, Student Aid and Other Outgo		-		-		14,039,536		29,224,426		-	43,263,962
Depreciation Expense		-		-		-		-		12,864,406	12,864,406
Total	\$	99,506,809	\$	95,843,254	\$	44,557,012	\$	29,224,426	\$	12,864,406	\$ 281,995,907

NOTE 15 – SELF-INSURANCE

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; natural disasters; and medical claims. The District is self-insured for coverage up to a maximum of \$25,000 for each general liability claim and \$5,000 for each property damage claim. In 1995, the District became fully insured for workers' compensation benefits. The ending claims liabilities balance for workers compensation at June 30, 2016, represents estimated liabilities incurred prior to 1995, both reported and unreported, which are actuarially determined. The District participates in JPAs to provide excess insurance coverage above the self-insured retention level for workers compensation and property and liability claims. Settled claims have not exceeded the coverage provided by the JPA in any of the past three fiscal years.

At June 30, 2016, the District accrued the claims liability in accordance with GASB Statements No. 10 and No. 30, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated. The amount of liability is estimated at \$224,321. Changes in the reported liability for the years ended June 30, 2016 and June 30, 2015 are shown below:

June 30, 2015	O	ning Fiscal Liability	Cla	Current Year aims and Changes in Estimates	Cla	im Payments	Ending Fiscal Year Liability	Amount Due in One Year
Workers' Compensation Property and Liability	\$	88,112 136,209	\$	- 327,462	\$	(88,112) (155,789)	\$ - 307,882	\$ - 307,882
Total	\$	224,321	\$	327,462	\$	(243,901)	\$ 307,882	\$ 307,882
June 30, 2016	U	Current Year eginning Fiscal Claims and Changes Year Liability in Estimates (Cla	im Payments	Ending Fiscal Year Liability	Amount Due in One Year	
Workers' Compensation Property and Liability		307,882	\$	116,976	\$	- (103,185)	321,673	\$ - 321,673
Total	\$	307,882	\$	116,976	\$	(103,185)	\$ 321,673	\$ 321,673

NOTE 16 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Purchase Commitments

As of June 30, 2016, the District was committed under various capital expenditure purchase agreements for construction and modernization projects totaling approximately \$35,180,297. Projects will be funded by State funds and Basic Aid funds.

C. Litigation

The District is a defendant in various pending liability lawsuits arising in the ordinary course of business. The outcome of the litigation is unknown at the present time, however, in the opinion of management, the ultimate disposition of these matters will not have a material adverse effect on the District's financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page 58 of 87 SCHEDULE OF POSTEMPLOYMENT HEALTHCARE BENEFITS FUNDING PROGRESS FOR THE YEAR ENDED JUNE 30, 2016

									UAAL/(Surplus)
		Actuarial	Actua	rial Accrued Liability	Unfu			as a Percentage	
Actuarial	Va	lue of Assets	(Ent	y Age Normal Cost Accrued Liability		rued Liability	Funding	Covered	of Covered
Valuation Date		(AVA)		Method) (AAL)	(UA	AAL)/(Surplus)	Ratio	Payroll	Payroll
1/1/2016	\$	89,382,084	\$	85,583,069	\$	(3,799,015)	104.0%	\$ 81,287,000	(4.67%)
1/1/2015	\$	95,095,769	\$	82,275,244	\$	(12,820,525)	115.6%	\$ 75,870,000	(16.9%)
1/1/2014	\$	90,697,726	\$	80,371,743	\$	(10,325,983)	112.9%	\$ 71,115,000	(14.5%)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY -**STRS**

FOR THE YEAR	ENDED	JUNE .	30, 2016

	J	une 30, 2016	J1	une 30, 2015
District's proportion of the net pension liability		0.129%		0.122%
District's proportionate share of the net pension liability	\$	86,772,244	\$	71,293,140
States's proportionate share of the net pension liability associated with the District		45,892,828		43,375,206
Total	\$	132,665,072	\$	114,668,346
District's covered-employee payroll	\$	66,926,813	\$	59,387,984
District's proportionate share of the net pension liability as a percentage		129.7%		120.0%
of its covered-employee payroll		129.7 /6		120.0 /6
Plan fiduciary net position as a				
percentage of the total pension liability.		76.5%		76.5%

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page 60 of 8 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - PERS

FOR THE YEAR ENDED JUNE 30, 2016

	June 30, 2016	J	une 30, 2015
District's proportion of the net pension liabi	0.377%		0.378%
District's proportionate share of the net pension liability	\$ 55,573,249	\$	42,912,204
District's covered-employee payroll	\$ 45,786,013	\$	41,765,942
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	121.4%		102.7%
Plan fiduciary net position as a percentage of the total pension liability.	83.4%		83.4%

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS – STRS FOR THE YEAR ENDED JUNE 30, 2016

	Ju	ne 30, 2016	Ju	ine 30, 2015
Contractually required contribution	\$	7,181,247	\$	8,300,583
Contributions in relation to the contractually required contribution*		(7,181,247)		(8,300,583)
Contribution deficiency (excess)	\$		\$	
District's covered-employee payroll	\$	66,926,813	\$	59,387,984
Contributions as a percentage of covered-employee payroll		10.73%		13.98%

^{*}Amounts do not include on behalf contributions

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS – PERS FOR THE YEAR ENDED JUNE 30, 2016

	Ju	ine 30, 2016	Ju	ne 30, 2015
Contractually required contribution	\$	5,424,269	\$	4,916,269
Contributions in relation to the contractually required contribution		(5,424,269)		(4,916,269)
Contribution deficiency (excess)	\$		\$	
District's covered-employee payroll	\$	45,786,013	\$	41,765,942
Contributions as a percentage of covered-employee payroll		11.85%		11.77%

NOTE 1 – PURPOSE OF SCHEDULE

A. Schedule of Postemployment Healthcare Benefits Funding Progress

This schedule is prepared to show information for the most recent actuarial valuation and from the three most recent actuarial valuations in accordance with Statement No. 45 of the Governmental Accounting Standards Board, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. The schedule is intended to show trends about the funding progress of the District's actuarially determined liability for post-employment benefits other than pensions.

B. Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered-employee payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered-employee payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

C. Schedule of District Contributions

The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, and the contribution deficiency or excess.

SUPPLEMENTARY INFORMATION

The South Orange County Community College District was established in 1967. The District currently operates two colleges, Saddleback College located in Mission Viejo and Irvine Valley College located in Irvine; and a satellite location, Advanced Technology and Educated Park (ATEP), located in Tustin.

BOARD OF TRUSTEES

DOTALD OF TREOTEES									
Member	Office	Term Expires							
Mr. Timothy Jemal	President	2016							
Dr. James R. Wright	Vice President	2016							
Mr. David B. Lang	Clerk	2016							
Mr. T.J. Prendergast, III	Trustee	2018							
Ms. Marcia Milchiker	Trustee	2018							
Ms. Barbara J. Jay	Trustee	2016							
Ms. Terri Whitt	Trustee	2016							

DISTRICT EXECUTIVE OFFICERS

Name	Title
Gary L. Poertner	Chancellor
Dr. Tod A. Burnett	President, Saddleback College
Dr. Glenn R. Roquemore	President, Irvine Valley College
Dr. Debra L. Fitzsimons	Vice Chancellor, Business Services
Dr. Robert S. Bramucci	Vice Chancellor, Technology and Learning Services
Dr. David P. Bugay	Vice Chancellor, Human Resources and Employer/Employee Relations

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2016

FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM TITLE		Entity Indentifying Number	Program Expenditures
U.S. Department of Education			
Direct Program			
Federal Supplemental Educational Opportunity Grant	84.007	N/A	\$ 402,474
Federal Work Study Program	84.033	N/A	299,814
Federal Pell Grant	84.063	N/A	24,034,423
Federal Direct Student Loans	84.268	N/A	3,489,329
	-	N/A	60,467
Asian American & Native American Pacific Islander-Serving Institutions Program Subtotal Student Financial Assistance Cluster	-	N/A	28,286,507
Passed through the California Department of Education			
Perkins Title I-C	84.048	N/A	690,698
CTE Transitions - Perkins IV	84.243	N/A	90,238
Subtotal Passed through the California Department of Education			780,936
Total U.S. Department of Education			29,067,443
U.S. Department of Health and Human Services			
Passed through the California Department of Education			
Temporary Assistance for Needy Families	93.558	6870-111-0001	75,887
Total U.S. Department of Health and Human Services			75,887
U.S. Department of Labor			
Direct Program			
Trade Adjustment Assistance Community College & Career Training	17.282	N/A	964,938
Passed through the County of Orange			
WIA - Veterans IT Pipeline Pilot	17.258	N/A	8,887
Passed through the City of Santa Ana	17.258	N/A	202.720
WIA - H-1B Bridge to Engineering	17.256	N/A	292,729
Subtotal 17.258 Total U.S. Department of Labor			301,616 1,266,554
National Science Foundation			
Direct Program			
National Science Foundation Photonics Initiative	47.076	N/A	91,223
National Science Foundation S-STEM Scholars Program	47.076	N/A	203,833
Subtotal National Science Foundation Direct Program Cluster		- 1/	295,056
Passed through the Center for Occupational Research and Development (CORD)			2,0,000
Op-Tec: The National Center for Optics & Photonics Education	47.076	N/A	16,352
Passed through the University of California, Irvine	17.070	14/11	10,001
National Science Foundation iUSE	47.076	N/A	58,473
	47.076	IN/A	36,47
Passed through the American Association of Community Colleges	47.076	NT/A	6.077
National Science Foundation Mentor Links	47.076	N/A	6,072
Subtotal National Science Foundation Passed Through Cluster Total National Science Foundation			80,892 375,953
National Endowment for the Humanities			
Passed through the American Library Association			
Latino Americans: 500 Years of History	45.164	N/A	3,000
Total National Endowment for the Humanities			3,000
Total Federal Program Expenditures			\$ 30,788,837

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF STATE FINANCIAL ASSISTANCE FOR THE YEAR ENDED JUNE 30, 2016

		Program	Revenues		Total	
	Cash Accounts		Deferred		Program	
Program Name	Received	Receivable	Income	Total	Expenditures	
ate Categorical Aid Programs						
AB86 Adult Education Consortium	\$ 97,489	\$ 49,543	\$ 10,696	\$ 136,336	\$ 136,33	
Adult Education Block Grant (AEBG)	2,147,411	-	1,130,526	1,016,885	1,016,88	
Adult Education Block Grant - Data	354,211	-	354,211	-		
Basic Skills 14/15 Allocation	304,251	-	-	304,251	304,25	
Basic Skills 15/16 Allocation	445,811	-	375,004	70,807	70,80	
Board Financial Assistance Program (BFAP)	882,573	-	-	882,573	882,57	
CA Career Pathways Trust	323,368	691,668	323,654	691,382	691,38	
CAL-B Student Grants	1,402,166	-	26,399	1,375,767	1,375,76	
CAL-C Student Grants	25,512	-	-	25,512	25,51	
CalWORKs	327,898	-	-	327,898	327,89	
Child Development Training Consortium	4,956	13,544	-	18,500	18,50	
Common Assessment	-	464,392	-	464,392	464,39	
Cooperative Agencies Resources for Education (CARE)	126,801	-	-	126,801	126,80	
CTE Business Writing Interviews	-	14,010	5,200	8,810	8,81	
CTE C-STEM	-	632	-	632	63	
CTE Enhancement Fund	180,708	553,650	242,155	492,203	492,20	
CTE Retail/Hospitality	-	5,000	-	5,000	5,00	
CTE Teacher Preparation Pipeline	13,247	109,843	-	123,090	123,09	
CTEWork-based Learning	-	370,208	-	370,208	370,20	
Deputy Sector Navigator - SB1402	80,000	349,327	80,000	349,327	349,32	
Deputy Sector Navigator - SB858	-	132,641	-	132,641	132,64	
Disabled Students Programs and Services (DSPS)	2,925,649	-	-	2,925,649	2,925,64	
Enrollment Growth for Associate Degree Nursing	318,492	27,695	-	346,187	346,18	
Extended Opportunity Programs and Services (EOPS)	1,615,721	-	-	1,615,721	1,615,72	
Foster and Kinship Care Education (FKCE)	-	238,691	-	238,691	238,69	
Full-time Student Success Grant (FTSSG)	483,671		140,171	343,500	343,50	
Global Trade and Logistics	-	11,877	2,434	9,443	9,44	
ICT Digital Media	-	15,531	-	15,531	15,53	
IDRC Health Information Technology	-	32,803	19,291	13,512	13,51	
Physical Plant & Instructional Equipment	4,543,146	-	3,807,455	735,691	735,69	
Staff Diversity	11,447	-	3,586	7,861	7,86	
Student Equity	2,905,663	-	1,321,289	1,584,374	1,584,37	
Student Success & Support Program - Credit	6,402,677	-	1,427,183	4,975,494	4,975,49	
Student Success & Support Program - Non-credit	127,839	-	37,537	90,302	90,30	
	\$ 26,050,707	\$ 3,081,055	\$ 9,306,791	\$ 19,824,971	\$ 19,824,97	

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF WORKLOAD MEASURE FOR STATE GENERAL APPORTIONMENT ANNUAL (ACTUAL) ATTENDANCE

FOR THE YEAR ENDED JUNE 30, 2016

	Reported	Audit	Revised
	Data	Adjustment	Data
A. Summer Intersession (Summer 2015 Only)			
1. Noncredit	262	-	262
2. Credit	502	-	502
B. Summer Intersession (Summer 2016 - Prior to July 1, 2016)			
2. Credit	1,326	-	1,326
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedures Courses			
(a) Weekly Census Contact Hours	14,717	-	14,717
(b) Daily Census Contact Hours	993	-	993
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	1,937	-	1,937
(b) Credit	1,032	-	1,032
3. Alternative Attendance Accounting Procedure			
(a) Weekly Census Procedure Courses	1,991	-	1,991
(b) Daily Census Procedure Courses	2,167	-	2,167
D. Total FTES	24,927	-	24,927
Basic Skills Courses and Immigrant Education			
1. Noncredit	665		
2. Credit	1,887		

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

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RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311) WITH DISTRICT ACCOUNTING RECORDS

FOR THE YEAR ENDED JUNE 30, 2016

There were no adjustments necessary to reconcile the annual CCFS-311 report with the District accounting records for the fiscal year 2015-2016.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RECONCILIATION OF THE ECS 84362 (50 PERCENT LAW) CALCULATION FOR THE YEAR ENDED JUNE 30, 2016

		A -1::1	(ECCA) ECC	24262.4	1			
		Activity (ESCA) ECS 84362 A Instructional Salary Cost AC 0100-5900 & Activity (ESCB) ECS					D.T. I. CEE	
		Instructional		€ 0100-5900 &	Activity (ESCB) ECS 84362 B Total CEE AC 0100-6799			
	1		AC 6100	1		AC 0100-6799		
	Object/							
	TOP		Audit			Audit		
	Codes	Reported Data	Adjustments	Revised Data	Reported Data	Adjustments	Revised Data	
Academic Salaries	Coues	Reported Data	Aujustments	Revised Data	Reported Data	Aujustments	Revised Data	
Instructional Salaries								
Contract or Regular	1100	\$ 33,193,510	\$ -	\$ 33,193,510	\$ 33,193,510	\$ -	\$ 33,193,510	
Other	1300	27,049,660	_	27,049,660	27,049,660	Ψ <u>-</u>	27,049,660	
Total Instructional Salaries	1500	60,243,170	_	60,243,170	60,243,170	_	60,243,170	
Non-Instructional Salaries		***************************************		00/200/200	00,200,00		0.0/2.00/2.0	
Contract or Regular	1200	_	_	_	10,417,387	_	10,417,387	
Other	1400	-	_	_	3,804,556	_	3,804,556	
Total Non-Instructional Salaries		-	-	-	14,221,943	-	14,221,943	
Total Academic Salaries		60,243,170	-	60,243,170	74,465,113	-	74,465,113	
Classified Salaries		, . , . ,		, . ,	,,		,,	
Non-Instructional Salaries								
Regular Status	2100	-	-	-	28,426,811	-	28,426,811	
Other	2300	-	-	-	2,547,722	-	2,547,722	
Total Non-Instructional Salaries		-	-	-	30,974,533	-	30,974,533	
Instructional Aides								
Regular Status	2200	3,321,356	-	3,321,356	3,321,356	-	3,321,356	
Other	2400	1,420,230	-	1,420,230	1,420,230	-	1,420,230	
Total Instructional Aides		4,741,586	-	4,741,586	4,741,586	-	4,741,586	
Total Classified Salaries		4,741,586	-	4,741,586	35,716,119	-	35,716,119	
Employee Benefits	3000	20,098,080	-	20,098,080	39,581,472	-	39,581,472	
Supplies and Materials	4000	-	-	-	1,756,292	-	1,756,292	
Other Operating Expenses	5000	587,591	-	587,591	13,619,020	-	13,619,020	
Equipment Replacement	6420	-	-	-	-	-	-	
Total Expenditures Prior to Exclusions		85,670,427	-	85,670,427	165,138,016	-	165,138,016	
Exclusions								
Activities to Exclude								
Instructional Staff-Retirees' Benefits and Retirement Incentives	5900	-	-	-	-	-	-	
Student Health Services Above Amount Collected	6441	-	-	-	-	-	-	
Student Transportation	6491	-	-	-	429,878	-	429,878	
Non-instructional Staff-Retirees' Benefits and Retirement Incentives	6740	-	-	-	-	-	-	
Object to Exclude	5060				202 500		202 500	
Rents and Leases	5060	-	-	-	383,589	-	383,589	
Lottery Expenditures	1000							
Academic Salaries	1000	-	-	-	177.400	-	155 400	
Classified Salaries	2000	-	· -	-	177,480	· -	177,480	
Employee Benefits Supplies and Materials	3000	-	_	-	53,618	-	53,618	
Supplies and Materials Software	4100							
Books, Magazines & Periodicals	4200	_	Ī -	_	_	· ·	_	
	4300	-	· -	_	-	_		
Instructional Supplies & Materials Non-instructional Supplies & Materials	4400	_	·	-	_	· ·	_	
Total Supplies and Materials	7700	-	-	-	-			
Other Operating Expenses and Services	5000	-	-	-	3,416,409	-	3,416,409	
Capital Outlay	3000				0,110,109		5,410,409	
Library Books	6300	_	_	_	_	_	_	
Equipment	5500							
Equipment - Additional	6410	-	_	_	_	_	_	
Equipment - Replacement	6420	-	_	-	-	_	-	
Total Equipment		-	-	-	-	-		
Total Capital Outlay		-	-	-	-	-		
Other Outgo	7000	-	-	-	-	-		
Total Exclusions		-	-	-	4,460,974	-	4,460,974	
Total for ECS 84362, 50% Law		\$ 85,670,427	\$ -	\$ 85,670,427	\$ 160,677,042	\$ -	\$ 160,677,042	
Percent of CEE (Instructional Salary Cost/Total CEE)		53.32%		53.32%	100.00%		100.00%	
50% of Current Expense of Education					\$ 80,338,521		\$ 80,338,521	

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DETAILS OF EDUCATION PROTECTION ACCOUNT FOR THE YEAR ENDED JUNE 30, 2016

, , ,

		Salaries and	Operating		
	Activity Code	Benefits	Expenses	Capital Outlay	
Activity Classification		(Obj 1000-3000)	(Obj 4000-5000)	(Obj 6000)	Total
Instructional Activities	0100-5900	\$ 2,555,432	\$ -	\$ -	\$ 2,555,432
Total		\$ 2,555,432	\$ -	\$ -	\$ 2,555,432

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SCHEDULE OF GENERAL FUND FINANCIAL TRENDS AND ANALYSIS FOR THE YEAR ENDED JUNE 30, 2016

	(Budge	et) 2016		2016			2015			2014		2013		
	Amount	Percentage	An	nount	Percentage	An	ount	Percentage	An	nount	Percentage	Am	ount	Percentage
General Fund:														
Revenue														
Federal	\$ 4,232,583	1.52	\$	2,987,343	1.10	\$	2,558,497	1.10	\$	1,514,722	0.71	\$	2,073,069	1.00
State	45,266,156	16.21		48,901,774	17.95		25,104,508	17.95		18,029,721	8.48		16,471,837	7.96
Local	229,827,319	82.28		220,568,867	80.96		206,588,179	80.96		193,095,707	90.81		188,357,858	91.04
Total revenue	279,326,058	100.00		272,457,984	100.00		234,251,184	100.00		212,640,150	100.00		206,902,764	100.00
Expenditures														
Academic salaries	86,730,335	28.56		80,571,267	30.05		69,975,889	30.05		66,455,148	32.78		63,172,261	31.42
Classified salaries	54,253,223	17.87		47,318,564	17.65		42,454,663	17.65		40,077,558	19.77		39,106,926	19.45
Employee benefits	50,476,683	16.62		45,493,742	16.97		37,395,709	16.97		34,298,495	16.92		39,400,202	19.60
Supplies and materials	7,659,548	2.52		3,311,608	1.24		3,094,379	1.24		2,834,961	1.40		2,643,214	1.31
Other operating expenses and services	30,037,802	9.89		19,812,256	7.39		17,357,142	7.39		15,410,692	7.60		14,462,045	7.19
Capital outlay	16,595,642	5.46		5,281,886	1.97		6,624,181	1.97		3,561,863	1.76		3,363,957	1.67
Other uses (net)	57,925,646	19.07		66,317,806	24.74		46,595,792	24.74		40,084,526	19.77		38,893,768	19.35
Total expenditures	303,678,879	100.00		268,107,129	100.00		223,497,755	100.00		202,723,243	100.00		201,042,373	100.00
Change in fund balance	\$ (24,352,821)) -	\$	4,350,855	-	\$	10,753,429	-	\$	9,916,907	-	\$	5,860,391	-
Ending fund balance	\$ 34,987,994	11.52	\$	59,340,815	22.13	\$	54,989,959	22.13	\$	44,236,530	21.82	\$	34,319,623	17.07
Full-time equivalent students	28,276	-		24,927	-		27,390	_		26,043	_		27,804	_
Total long-term debt	\$ 145,391,477	_	\$	146,865,649	_	\$	119,801,675	-	\$	5,280,253	-	\$	8,180,238	•

Important Notes:

All revenue percentages are of total revenues, all other percentages are of total expenditures.

Budget figures include adopted budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NOTES TO SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2016

NOTE 1 - PURPOSE OF SCHEDULES

A. Schedules of Expenditures of Federal Awards and State Financial Assistance

The audit of the South Orange County Community College District for the year ended June 30, 2016 was conducted in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, which requires a disclosure of the financial activities of all federally funded programs. The Schedule of Federal Awards and the Schedule of State Financial Assistance is prepared on the modified accrual basis of accounting.

B. Schedule of Workload Measures for State General Apportionment

The Schedule of Workload Measures for State General Apportionment represents the basis of apportionment of the South Orange County Community College District's annual calculation of funding.

C. Reconciliation of Annual Financial and Budget Report with Audited Fund Balances

This schedule reports any audit adjustments made to the fund balances of all funds as reported on the Form CCFS-311.

D. Reconciliation of the ECS 84362 (50 percent law) Calculation

This schedule reports any audit adjustments made to the reported data to ensure that a minimum of 50 percent of the District's current expense of education is expended for salaries of classroom instructors.

E. Details of the Education Protection Account

This schedule reports the revenue and expenditures of the District Proposition 30 Education Protection Account.

F. Schedule of General Fund Financial Trends and Analysis

This report is prepared to show financial trends of the General Fund over the past three fiscal years as well as the current year budget. This report is intended to identify if the District faces potential fiscal problems and if they have met the recommended available reserve percentages.

OTHER INDEPENDENT AUDITORS' REPORTS



REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Independent Auditors' Report

Governing Board South Orange County Community College District Mission Viejo, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activity, aggregate discretely presented component units and fiduciary funds of South Orange County Community College District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District's basic financial statements, and have issued our report thereon dated September 28, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered South Orange County Community College District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Orange County Community College District's internal control. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Michael Ash, CPA

Heather Rubio

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Orange County Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

San Diego, California September 28, 2016

Christy White associates



REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

Independent Auditors' Report

Governing Board South Orange County Community College District Mission Viejo, California

Report on Compliance for Each Major Federal Program

We have audited South Orange County Community College District's compliance with the types of compliance requirements described in the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, that could have a direct and material effect on each of South Orange County Community College District's major federal programs for the year ended June 30, 2016. South Orange County Community College District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Orange County Community College District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, *Audits of States*, *Local Governments, and Non-Profit Organizations*.

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Those standards and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about South Orange County Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of South Orange County Community College District's compliance.

Opinion on Each Major Federal Program

In our opinion, South Orange County Community College District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of South Orange County Community College District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered South Orange County Community College District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, , but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

EXHIBIT A

Page 79 of 87 The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Accordingly, this report is not suitable for any other purpose.

San Diego, California

Christy White Ossociates

September 28, 2016



REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

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Governing Board South Orange County Community College District Mission Viejo, California

Report on State Compliance

We have audited South Orange County Community College District's compliance with the types of compliance requirements described in the *California Community Colleges Contracted District Audit Manual (CDAM) 2015-16*, issued by the California Community Colleges Chancellor's Office for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on South Orange County Community College District's compliance with the requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *California Community Colleges Contracted District Audit Manual (CDAM) 2015-16*, issued by the California Community Colleges Chancellor's Office. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about South Orange County Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of South Orange County Community College District's compliance with those requirements.

Opinion on State Compliance

In our opinion, South Orange County Community College District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2016.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine South Orange County Community College District's compliance with the state laws and regulations applicable to the following items:

- Section 421 Salaries of Classroom Instructors (50 Percent Law)
- Section 423 Apportionment for Instructional Service Agreements/Contracts
- Section 424 State General Apportionment Funding System
- Section 425 Residency Determination for Credit Courses
- Section 426 Students Actively Enrolled
- Section 427 Concurrent Enrollment of K-12 Students in Community College Credit Courses
- Section 430 Scheduled Maintenance Program
- Section 431 Gann Limit Calculation
- Section 435 Open Enrollment
- Section 438 Student Fees Health Fees and Use of Health Fee Funds
- Section 439 Proposition 39 Clean Energy
- Section 440 Intercession Extension Program
- Section 474 Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for

Education (CARE)

- Section 475 Disabled Student Programs and Services (DSPS)
- Section 479 To Be Arranged Hours (TBA)

Christy White Ossociates

- Section 490 Proposition 1D State Bond Funded Projects
- Section 491- Proposition 30 Education Protection Account Funds

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing over state laws and regulations based on the requirements described in the *California Community Colleges Contracted District Audit Manual (CDAM)* 2015-16. Accordingly, this report is not suitable for any other purpose.

San Diego, California September 28, 2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT SUMMARY OF AUDITORS' RESULTS FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS	
Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified not considered	
to be material weaknesses?	None Reported
Non-compliance material to financial statements noted?	No
FEDERAL AWARDS	
Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified not considered	
to be material weaknesses?	None Reported
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with	
Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative	
Requirements, Cost Principles, and Audit Requirements for Federal Awards	No
Identification of major programs:	
<u>CFDA Numbers</u> <u>Name of Federal Program of Cluster</u>	
84.007, 84.033, 84.063, 84.268 Student Financial Assistance Cluster	_
Dollar threshold used to distinguish between Type A and Type B programs:	\$ -
Auditee qualified as low-risk auditee?	Yes
STATE AWARDS	
Internal control over State porgrams:	
Material weaknesses identified?	No
Significant deficiencies identified not considered	
to be material weaknesses?	None Reported
Type of auditors' report issued on compliance for State programs:	Unmodified

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page SCHEDULE OF FINDINGS AND QUESTIONED COSTS RELATED TO THE FINANCIAL

Page 84 of 87

STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

There were no findings or questioned costs related to the financial statements for the year ended June 30, 2016.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT Page 85 of 87 SCHEDULE OF FINDINGS AND QUESTIONED COSTS RELATED TO FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2016

There were no findings or questioned costs related to the federal awards for the year ended June 30, 2016.

There were no findings or questioned costs related to the state awards for the year ended June 30, 2016.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2016

There were no findings or questioned costs for the year ended June 30, 2015.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST FINANCIAL STATEMENTS

JUNE 30, 2016

San Diego
Los Angeles
San Francisco
Bay Area



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST TABLE OF CONTENTS FOR THE YEAR ENDED JUNE 30, 2016

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Governing Board South Orange County Community College District Mission Viejo, California

Report on the Financial Statements

We have audited the accompanying statement of trust net position, and statement of changes of net position of the South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

As discussed in Note 1, the financial statements present only the Trust, and do not purport to, and do not, present fairly the financial position and results of operation of the South Orange County Community College District in conformity with accounting principles generally accepted in the United States of America.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of South Orange County Community College District - Retirement Futuris Public Entity OPEB Trust, as of June 30, 2016, and the respective financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis on pages 4 through 6, and schedule of funding progress on page 15 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 5, 2016 on our consideration of South Orange County Community College District - Retirement Futuris Public Entity OPEB Trust's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in South Orange County Community College District - Retirement Futuris Public Entity OPEB Trust's internal control over financial reporting and compliance.

San Diego, California

Christy White associates

October 5, 2016

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST MANAGEMENT'S DISCUSSION AND ANALYSIS

This section provides an overview and analysis of the financial activities of South Orange County Community College District - Retirement Futuris Public Entity Investment Trust (the "Trust") for the fiscal year ended June 30, 2016. The Trust establishment was authorized in April 2008 by the District's Board of Trustees. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our financial statements.

FINANCIAL HIGHLIGHTS

The net position of South Orange County Community College District - Retirement Futuris Public Entity Investment Trust at the close of fiscal year 2016 is \$93.3 million (net position held in trust for retiree medical benefits). All of the net position is available to meet the Trust's ongoing obligations to participants and beneficiaries.

The Trust's funding objective is to meet long-term benefit obligations through contributions and investments income. The Trust was initially funded by the District by a one-time transfer in 2008 of \$50,791,103. For the year ended June 30, 2016 the District contributions totaled \$3.6 million.

OVERVIEW OF THE FINANCIAL STATEMENTS

The following discussion and analysis are intended to serve as an introduction to the Trust's financial statements, which comprises these components:

- 1. Statement of Trust Net Position
- 2. Statement of Changes in Trust Net Position
- 3. Notes to the Basic Financial Statements

The Statement of Trust Net Position is a snapshot of account balances at year-end. It indicates the assets available for future payments for retiree health benefits and any current liabilities that are owed at this time.

The Statement of Changes in Trust Net Position, on the other hand, provides a view of current year additions to and deductions from the Trust. Both statements are in compliance with Governmental Accounting Standards. These Standards require certain disclosures and require the state and local governments to report using the full accrual method of accounting. The Trust complies with all material requirements of these pronouncements.

The Statement of Trust Net Position and the Statement of Changes in Trust Net Position report information about the Trust's activities. These statements include all assets and liabilities, using the full accrual basis of accounting, which is similar to the accounting used by the most private sector companies. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid. All investments gains and losses are shown at trade date. In addition, both realized and unrealized gains and losses are shown on investments.

These two statements report the Trust's net position held in an irrevocable trust account for retirees' medical benefits. Net position, the difference between assets and liabilities, is one way to measure the plan's financial position. Over time, increase and decrease in net position is one indicator of whether its financial health is improving or deteriorating. Other factors, such as market conditions, should also be considered in measuring the Trust's overall health.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST MANAGEMENT'S DISCUSSION AND ANALYSIS, continued FOR THE YEAR ENDED JUNE 30, 2016

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Notes to the Basic Financial Statements provide additional information that is essential to a full understanding of the data provided in the financial statements.

OTHER INFORMATION

In addition to the financial statements and accompanying notes, this report presents certain required supplementary information concerning the Trust's progress in funding its obligations to provide retiree medical benefits to members.

FINANCIAL ANALYSIS

As previously noted, net position may serve over time as a useful indication of the Trust's financial position. For the year ended June 30, 2016, the net position increased by \$761 thousand as a result of investment earnings. The contributions represent the normal costs for active employees. No contributions were made in the prior year since the trust was adequately funded. The costs of retiree benefits paid remain stable from year to year. This information is summarized below:

THE PLAN'S NET POSITION

	2016			2015
Assets				
Investments	\$	92,851,453	\$	92,222,506
Receivables		486,878		354,358
Net Position	\$	93,338,331	\$	92,576,864

THE PLAN'S CHANGES IN NET POSITION

	2016	2015	% Change
Additions			
Total contributions	\$ 3,600,000	\$ -	
Total investment income	615,402	513,633	20%
Total additions	 4,215,402	513,633	721%
Deductions			
Benefits paid	 3,453,935	3,474,014	-1%
Total deductions	3,453,935	3,474,014	-1%
Increase/(Decrease) in net plan position	\$ 761,467	\$ (2,960,381)	-126%
Net Position	\$ 93,338,331	\$ 92,576,864	1%

CONTACTING THE TRUST'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, investors and creditors with a general overview of the Trust's finances and to show the Trust's accountability for the money it receives. If you have any questions about this report or need any additional financial information, contact the District at South Orange County Community College District, Office of the Executive Director of Fiscal Services, 28000 Marguerite Parkway, Mission Viejo, CA 92692-3635.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST STATEMENT OF TRUST NET POSITION JUNE 30, 2016

ASSETS

Accounts receivable	\$ 486,878
Investments, at fair value:	 92,851,453
Total assets	 93,338,331
NET POSITION	
Net position held in trust for postemployment benefits	\$ 93,338,331

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST STATEMENT OF CHANGES IN TRUST NET POSITION FOR THE YEAR ENDED JUNE 30, 2016

A 11'C'	
Additions to plan net position:	
Contributions	
Employer	\$ 3,600,000
Total contributions	3,600,000
Investment income (loss):	
Interest income	925,708
Total investment income (loss)	925,708
Less investment expense	(310,306)
Net investment income (loss)	615,402
Total additions	4,215,402
Deductions from plan net position:	
Benefits paid to participants and beneficiaries	3,453,935
Total deductions	3,453,935
Net increase (decrease)	761,467
Net plan position:	
Beginning of year	92,576,864
End of year	\$ 93,338,331

NOTE 1 – DESCRIPTION OF PLAN

The following information of the South Orange County Community College District Retirement Futuris Public Entity Investment Trust (the "Trust"), a fiduciary fund of the South Orange County Community College District (the "District"), provides only general information of the Trust's provisions. Readers should refer to the Trust agreement and District financial statements for more information. These financial statements include only the reserves of the Trust and are not intended to present fairly the financial position and results of operations of the District in compliance with accounting principles generally accepted in the United States of America.

<u>General</u>: The District administers the Trust, a contributory single-employer defined benefit healthcare plan through a third-party. The Trust provides postemployment medical, prescription drug, vision, dental and employees assistance program benefits to eligible retirees and their families by paying member premiums. The Trust was established by the District and subsequent amendments are to be made by the District's Retirement Board of Authority. Membership consists of 305 retirees and 825 active beneficiaries.

<u>Contributions</u>: Contributions to the Trust are funded entirely by the employer. The District makes contributions based on its discretion. In 2008, the District made an initial contribution of \$50,791,103 and subsequent contributions of \$18,008,621 for the purpose of financing the District's obligation to pay certain healthcare retiree costs related to the defined benefit plan (the "Plan"). \$4 million was withdrawn in 2015 to fund retiree benefits. Retiree benefits and administrative expenses are funded from contributions and investment earnings.

<u>Funded Status and Funding Progress:</u> Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, investment returns, mortality and the healthcare cost trend. Amounts determined regarding the funded status of the Trust and the annual required contributions of the District are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the basic financial statements, presents multi-year trend information about whether the actuarial value of trust assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

NOTE 1 – DESCRIPTION OF PLAN (continued)

<u>Actuarial Methods and Assumptions:</u> Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the January 1, 2016 actuarial valuation, the entry age normal method was used. The actuarial assumptions include a 6.0 percent investment rate of return (net of administrative expenses), based on the Plan being funded in an irrevocable employee benefit trust invested in a combined equity and fixed income portfolio. Healthcare cost trend rates ranged from 7.0 to 4.0 percent. The unfunded actuarial accrued liability (or funding excess) (UAAL) is being amortized at a level-percentage of pay method on a closed basis. The remaining amortization period at June 30, 2016 was 30 years. The actuarial value of assets is equal to the market value of assets with future gains and losses smoothed over 5 years.

<u>Investment Options:</u> As appointed by the Retirement Board of Authority, Benefit Trust Company, the Asset Custodian, maintains the Trust's investments in various mutual funds, and is the record keeper and Morgan Stanley is the investment advisor. Funds allocated to the Asset Custodian are invested as directed by the Retirement Board of Authority in a combination of equity and fixed income investments.

<u>Plan Termination:</u> In the event of Plan terminations, the net position of the Trust would be allocated as prescribed in the Trust documents, generally to pay in the order indicated below:

- District's remaining retiree medical benefit liabilities.
- Reasonable expenses of administering the Trust.

Any assets remaining in the Trust after paying off the above liabilities shall revert back to the District.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

<u>Basis of Accounting:</u> The accompanying basic financial statements are presented on the accrual basis of accounting. Contributions are recognized in the period in which the contributions are due, pursuant to formal commitments as well as statutory or contractual commitments. Retiree benefits are recognized when due and payable.

The financial statements of the Trust have been prepared in accordance with accounting principles generally accepted (GAAP) in the United States of America. In the U.S., the Governmental Accounting Standards Board (GASB) is the established and recognized standard-setting body for governmental accounting and financial reporting. The financial statements have been prepared consistent with GASB Statement No. 34, Statement No. 43, and other related standards. Accounting standards are established by the Financial Accounting Standards Board (FASB). FASB standards are generally followed for statements issued on or before November 30, 1989 to the extent those standards do not conflict with or contradict GASB pronouncements. The District has the option to apply all FASB pronouncements issued after November 30, 1989, unless FASB conflicts with GASB. The Trust has elected not to apply FASB standards issued after November 30, 1989.

<u>Investment Valuation:</u> Investments are reported at fair value based upon quoted market prices, when available, or estimates of fair value, and unrealized and realized gains and losses are included in the Statement of Changes in Trust Net Position.

<u>Administrative Expenses:</u> Certain internal costs of administering the Trust are paid by the Trust. Administrative expenses for the year ended June 30, 2016 were \$310,306.

<u>Use of Estimates:</u> The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the Trust to make estimates and assumptions that affect certain amounts and disclosures. Accordingly, actual results may differ from those estimates.

NOTE 3 – INVESTMENTS

JUNE 30, 2016

The Retirement Board Authority has adopted an internally developed investments policy that authorized the use of a broad range of investments choices that have distinctly different risks and return characteristics. In general, investments held in the Trust Fund are for the primary purpose of meeting present and future OPEB liability obligations and may be invested in accordance with California Code Sections 53600 through 53622 that, subject to applicable legal requirements, may provide greater latitude to increase purchasing power and capital growth potential if deemed prudent to do so.

The Trust Fund's policy is to maintain two separate investments categories within the portfolio. The first is the equity holdings and the second is the fixed income. Both categories are invested with the objective of achieving a 7.48% return for the purpose of covering the plans actuarial assumptions and costs of trust administration. At June 30, 2016, 50.62% of the Trust's investment value is held in equities, with the remaining 49.38% holding fixed income securities.

As stated in the Investment Policy, the Trust will invest predominantly in open and closed-end mutual funds. The fair value of the Trust's individual equity investments at June 30, 2016 are as follows:

		Percent of total
Equities	Balance	Investments
Alger Spectra Zsamll Cap Focus Z	\$ 2,798,925	3.0%
Alger funds Spectra Z	4,691,744	5.1%
Brandes International Equity Fund Class I	3,701,547	4.0%
Brandes International Small Cap Equity	1,867,635	2.0%
Brandes Emerging Markets I Fund	1,415,684	1.5%
Cohen & Steers Real Estate Securities Fund Class Institutional	2,775,441	3.0%
Columbia Contrarian Corey	3,777,979	4.1%
Oakmark Select FD CL	4,726,863	5.1%
Hartford Midcap Y	2,854,017	3.1%
Hartford International Value	3,701,656	4.0%
Clearbridge International Small Cap	1,849,824	2.0%
American Funds New Perspective	1,887,364	2.0%
American Funds New World	1,412,455	1.5%
Prudential Global Real Estate	2,815,336	3.0%
Undiscovered Managers Behavioral Value R6	2,789,217	3.0%
Thornburg Investment Income Builder	3,784,765	4.1%
Vanguard Mid Cap Index Fund	17_	0.0%
	\$ 46,850,469	50.5%

NOTE 3 – INVESTMENTS (continued)

The fair value of the Trust's individual fixed income investments at June 30, 2016 are as follows:

Percent of total **Fixed Income** 2016 **Investments** Blackrock Total Return K 6,415,038 6.9% Blackrock Total Return 0.0% 13,805 Blackrock Strategic Income 7,890 0.0% Blackrock Strategic Income K 3,210,821 3.5% Guggenheim Investments 6,415,038 6.9% Hartford World Bond 3,210,612 3.5% Legg Mason BW Global 3,723,132 4.0% 2,752,275 3.0% Legg Mason BW Alternative Credit Prudential Total Return Bond 7,365,156 7.9% 5,522,998 5.9% Franklin Templeton Global Bond Legg Mason Western Asset Core Plus Bond 19,582 0.0% 7.9% Legg Mason Core Plus Bond 7,344,637 Total investments 46,000,984 49.5% \$ 92,851,453 100%

Custodial Credit Risk

The California Government Code requires California banks and savings and loan associations to secure the Trust's deposits by pledging government securities as collateral. The market value of pledged securities must equal 110 percent of an agency's deposits. California law also allows financial institutions to secure an agency's deposits by pledging first trust deed mortgage notes having a value of 150 percent of an agency's total deposits and collateral is considered to be held in the name of the Trust. All cash held by financial institutions is entirely insured or collateralized.

NOTE 3 – INVESTMENTS (continued)

Trust's investment policy requires all fixed income investments to be of investments grade quality or higher at purchase; that is, at the time of purchases, average "BBB" by Standard and Poor's. The Trust Board, at their discretion, may impose a higher standard on an individual investment manager basis as circumstances or investment objectives dictate. At June 30, 2016, approximately 52% of the Trust's investment holdings have a credit rating of BBB or higher.

Concentration of Credit Risk

The Trust's investment policy places a 5% limit on the amount it may invest in any one issuer. The foregoing limitation is not intended to apply to the percentage of Trust assets invested in a single diversified mutual fund. At June 30, 2016, no investments with a single equity exceeded 5%.

Interest Rate Risk

The Trust does not have a formal investment policy that limits investments maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2016, the Trust had no significant interest rate risk related to investments held.

NOTE 4 – RELATED PARTY TRANSACTIONS

Retiree benefit costs of the Trust are paid by South Orange County Community College District. The District recorded \$3,453,935 as a transfer from the Trust fund to pay retiree benefits.

NOTE 5 – CONTINGENCIES

The Trust may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Trust if disposed of unfavorably.

NOTE 6 - CONCENTRATIONS

The Trust receives all its contributions from the District and is therefore subject to risks from changes in the District's economic conditions.

REQUIRED SUPPLEMENTARY INFORMATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2016

NOTE 1 – SCHEDULE OF FUNDING PROGRESS

		Act	uarial Accrued						
	Actuarial	Liab	oility (Entry Age						
Actuarial	Value of	Norr	nal Cost Method)	Unf	unded Actuarial	Funding			UAAL as a Percentage of
Valuation Date	Assets (AVA)		(AAL)	Accrue	ed Liability (UAAL)	Ratio	Cov	vered Payroll	Covered Payroll
1/1/2014	\$ 90,697,726	\$	80,371,743	\$	(10,325,983)	112.8%	\$	71,115,000	(14.5%)
1/1/2015	\$ 95,095,769	\$	82,275,244	\$	(12,820,525)	115.6%	\$	75,578,000	(16.9%)
1/1/2016	\$ 89,382,084	\$	85,583,069	\$	(3,799,015)	104.0%	\$	81,287,000	(4.67%)

NOTE 2 – NOTES TO REQUIRED SUPPLEMENTARY INFORMATION

A. Schedule of Postemployment Healthcare Benefits Funding Progress

This schedule is prepared to show information and trends for the three most recent actuarial valuations in accordance with Statement No. 45 of the Governmental Accounting Standards Board, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions and Statement No. 43 of the Government Accounting Standards Board, Financial Reporting for Postemployment Benefit Plans Other Than Pensions Plans. The schedule is intended to show trends about the funding progress of the District's actuarially determined liability for post-employment benefits other than pensions.

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Independent Auditors' Report

The Board of Trustees South Orange County Community College District Mission Viejo, California

We have audited the financial statements of South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust as of and for the year ended June 30, 2016 and have issued our report thereon dated October 28, 2016. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of South Orange County Community College District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered South Orange County Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Orange County Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Christy White, CPA

Michael Ash, CPA

Heather Rubio

SAN DIEGO
LOS ANGELES
SAN FRANCISCO/BAY AREA

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Licensed by the California
State Board of Accountancy

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges Chancellor's Office, others within the entity, the District's federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

San Diego, California

Christy White Ossociates

October 5, 2016



SADDLEBACK COLLEGE FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED JUNE 30, 2016





San Diego
Los Angeles
San Francisco
Bay Area



SADDLEBACK COLLEGE FOUNDATION TABLE OF CONTENTS JUNE 30, 2016

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Christy White, CPA

Saddleback College Foundation
Mission Viejo, California

Michael Ash, CPA

Heather Rubio

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Licensed by the California

We have audited the accompanying financial statements of Saddleback College Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Board of Governors

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Saddleback College Foundation as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

San Diego, California

Christy White Ossociates

October 4, 2016

ASSETS	
Current assets	
Cash and cash equivalents (Note 2)	\$ 452,980
Investments (Note 3)	7,341,725
Contributions receivable (Note 4)	131,301
Prepaid expense	1,210
Total current assets	7,927,216
Other assets	
Long-term contributions receivable (Note 4)	932,559
Investments with the Foundation for	
California Community Colleges (Note 3)	 860,308
Total other assets	 1,792,867
Total Assets	\$ 9,720,083
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable	\$ 447,482
Accrued liabilities	264,035
Total liabilities	711,517
Net assets	
Unrestricted	335,061
Temporarily restricted	5,434,162
Permanently restricted	3,239,343
Total net assets	9,008,566
Total Liabilities and Net Assets	\$ 9,720,083

SADDLEBACK COLLEGE FOUNDATION STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2016

	U:	nrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUES					
Contributions	\$	81,477	384,073	\$1,056,905	1,522,455
Special events income - fundraisers		128,490	130,350	-	258,840
In-kind donations		62,175	-	-	62,175
Donated Services (Note 6)		406,619	-	-	406,619
Donated professional fees (Note 6)		16,000	-	-	16,000
Investment income (Note 3)		62,066	(82,345)	-	(20,279)
Sales & commission		50,060	249,296	-	299,356
Other contract services		105,666	161,120	-	266,786
Net assets released from restrictions					-
Purpose restrictions satisfied		1,400,080	(1,400,080)	-	
Total Support and Revenues		2,312,633	(557,586)	1,056,905	2,811,952
EXPENSES					
Program services		1,740,939	_	_	1,740,939
Supporting services		1,. 10,505			1,7 10,707
Management and general activities		234,783	-	-	234,783
Fundraising (Note 9)		265,575	-	-	265,575
Total Expenses		2,241,297	-	-	2,241,297
CHANGE IN NET ASSETS		71,336	(557,586)	1,056,905	570,655
Net Assets - Beginning		263,725	5,991,748	2,182,438	8,437,911
Net Assets - Ending	\$	335,061	\$ 5,434,162	\$ 3,239,343	\$ 9,008,566

	Program Services		Management and General		Fundraising		Total
EXPENSES						0	
Salaries and benefits	\$	422,256	\$	205,157	\$	113,311	\$ 740,724
Scholarship payments/financial aid		511,204		75		-	511,279
Program activities		241,541		8,033		-	249,574
Special events		-		-		152,264	152,264
Contract services		216,884		17,670		-	234,554
Supplies and printing		32,071		-		-	32,071
Seminars and conferences		34,847		-		-	34,847
Dues and memberships		5,587		-		-	5,587
In-kind donations		62,175		-		-	62,175
Equipment		43,777		3,673		-	47,450
Other outgo		170,597		175		-	170,772
Total Expenses	\$	1,740,939	\$	234,783	\$	265,575	\$ 2,241,297

SADDLEBACK COLLEGE FOUNDATION STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$	570,655
Adjustments to reconcile change in net assets to net cash		
provided by (used in) operating activities		
Contributions receivable (Note 4)		(10,546)
Prepaid expense		1,786
Accounts payable		(56,391)
Accrued liabilities		263,223
Increase/(decrease) in trust accounts		(1,350)
Long-term contributions receivable (Note 4)		4,000
Net cash provided by (used in) operating activities		771,377
CASH FLOWS FROM INVESTING ACTIVITIES Purchase of investments and reinvested earnings Proceeds on the sale of investments Net cash provided by (used in) investing activities	_	(548,984) 66,576 (482,408)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS		288,969
Cash and cash equivalents - Beginning		164,011
Cash and cash equivalents - Ending	\$	452,980
Interest paid during the year ended June 30, 2016	\$	-

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Saddleback College Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on December 5, 2003. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the Saddleback College. The principal sources of revenue for the Foundation include donor contributions and investment related income.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. <u>Functional Expenses</u>

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

F. Contributions (continued)

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2016. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

H. Capital Assets

The District has adopted a policy to capitalize purchases of \$5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

J. <u>Investments</u>

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

K. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2016, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling \$452,980.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to \$500,000 per depositor, per insured bank, for each account ownership category. The Foundation did not hold amounts in excess of this threshold as of June 30, 2016.

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

Investments are presented in the financial statements at their aggregate fair value. The fair value of investments at June 30, 2016, is as follows:

	 Fair Value	_	Quoted Prices in Active Markets for Identical Asssets (Level 1)	Obs	Significant Other ervable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Cash	\$ 106,421	\$	102,789	\$	-	\$ -
Common stocks and options	1,573,471		1,575,287		-	-
Mutual funds	4,512,975		4,512,975		-	-
Alternative Investments	1,148,858		1,148,858		-	-
Total Investments	7,341,725		7,339,909		-	-
Investment with FCCC	860,308		-		860,308	
Total investments and investment with FCCC	\$ 8,202,033	\$	7,339,909	\$	860,308	\$ -

Government and government sponsored entity (GSE) bonds are considered to be measured by level 2 measurements such as using quoted market prices, recent market transactions and spread data for similar transactions. Also, the investment with the FCCC is measured using level 2 inputs including the allocable share in the market value of the underlying investments held by the FCCC.

The following Schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2016:

Unrealized Gain/(Loss)	\$ (298,388)
Realized gains	63,186
Interest and dividends	 214,923
Total investment income, net	\$ (20,279)

Investment with the Foundation for California Community Colleges

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (the "Endowment") through the Foundation for California Community Colleges (FCCC). The Endowment has been set up to provide matching scholarship funds for California community colleges. The Osher Foundation's lead gift of \$25 million established the California Community Colleges Scholarship Endowment. The California Community Colleges and the Foundation for California Community Colleges raised an additional \$28.5 million, spurring \$14.2 million in match dollars from The Osher Foundation; the result is a \$67.7 million permanent scholarship fund. Scholarships from the Endowment were first distributed to students throughout the state in Fall 2009 and will continue to be dispersed every year in perpetuity. The allocation will be based on each college's Full Time Equivalent Students (FTES) and each scholarship is valued at a maximum of \$1,000 per school year per student.

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (continued)

Investment with the Foundation for California Community Colleges (continued)

These funds are invested in a pooled investment fund held by the FCCC. At June 30, 2016, the fair value of this investment was \$860,308. An additional \$862,124 is held in the Foundation's name by the FCCC. This amount is comprised of the initial gift of \$397,500 and matching funds by the Bernard Osher Foundation of \$397,281. The additional \$794,781 has not been included in these financial statements as it does not qualify as an asset of the foundation. The FCCC has assembled an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the Endowment's assets.

NOTE 4 – CONTRIBUTIONS RECEIVABLE

Contributions receivable as of June 30, 2016 total \$1,063,860. The amounts represent unconditional promises to give. A portion of the contributions are from an unconditional promise to give a specified amount each year, until the donor's death. This receivable has been discounted at rate of 6%. Accordingly, \$131,301 is expected to be collected in over one year from June 30, 2016, and therefore is recorded in current assets. Total long-term contributions receivable total \$932,559 and include a donor's bequest.

The Foundation has not historically had difficulty collecting amounts due from grantor agencies; therefore, no allowance for uncollectible accounts has been recorded.

NOTE 5 - NET ASSETS

Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2016 amount to \$5,434,162, are restricted for the use in providing scholarships and other program services to Saddleback College.

Permanently Restricted Net Assets

Permanently restricted net assets totaling \$3,239,343 are restricted for investment in perpetuity, which represents the Foundation's endowment funds.

Net Assets Released from Restrictions

Net assets of \$1,400,080 were released from temporarily restricted and permanently restricted net assets during the fiscal year. The Foundation met donor imposed restrictions by incurring qualified expenses for scholarships and other program services.

NOTE 6 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services to the Foundation. The District pays salaries and benefits to the executive director and the senior accounting specialist and contributed to the Foundation's audit fee. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. During the year ended June 30, 2016, the District contributed \$406,619 to these salaries, benefits and \$16,000 to professional fees. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and donated professional fees and as expenses under salaries and benefits and contract services. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 7 – ENDOWMENT

The Foundation's endowment consists of approximately 79 individual funds established primarily for scholarships. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Board of Governors of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the fund
- (2) The purposes of the organization and the donor-restricted endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation and deflation
- (5) The expected total return from an income and appreciation of investments
- (6) Other resources of the organization
- (7) The investment policies of the organization

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor of UPMIFA requires the Foundation to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. There were no deficiencies as of June 30, 2016.

NOTE 7 - ENDOWMENT (continued)

Return Objectives and Risk Parameters

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Governors, the endowment assets are invested in a manner that is intended to produce results that exceed the price and yield results of the S&P 500 index while assuming a moderate level of investment risk. The Foundation expects its endowment funds, over time, to provide an average rate of return ranging from 5 to 8 percent annually. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Foundation targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a policy of appropriating for distribution each year a percentage, recommended by the Finance Committee and voted on by the Board of Governors, of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution was planned. It is the Foundation's goal to distribute these funds prudently. Distributions are not guaranteed, and are contingent upon current market conditions. In establishing this policy, the Foundation considered the long-term expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 2 percent annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

Endowment composition and changes in endowment net assets for the fiscal year ended June 30, 2016, is as follows:

Endowment net assets, July 1, 2015
Contributions
Net investment income
Transfers from TR Scholarship to PR Endowed Scholarship
Amounts appropriated for expenditure
Endowment net assets, June 30, 2016

emporarily Restricted	ermanently Restricted		Total
\$ 438,983 2,371	\$ 2,182,438 1,056,905	\$ \$	2,621,421 1,059,276
(39,631)	1,036,903	\$	(39,631)
90,200 (19,874)	-	\$ \$	90,200 (19,874)
\$ 472,049	\$ 3,239,343	\$	3,711,392

NOTE 8 – CHARITABLE REMAINDER UNITRUST INTEREST

The Foundation is a 50% beneficiary of the Lycette Charitable Remainder Unitrust (the Unitrust). The Foundation's beneficiary interest was valued at approximately \$210,000 at the time it was written in 2006. The Unitrust is managed by the Foundation and is not recorded in the financial statements as the donor has reserved the right to designate other beneficiaries at any time. The donor has restricted any distribution received by the Foundation to be applied equally to benefit the Landscape and Horticulture Department and the Theatre Arts Department.

NOTE 9 – FUNDRAISING EXPENSE

Fundraising expenses consist largely of operating special fundraising events and costs associated with communicating with potential donors. Total fundraising costs were approximately 76% of funds raised for the year ended June 30, 2016. The schedule below presents fundraising expense costs and funds raised prior to netting the cost of direct benefits to donors. Fundraising expenses, including allocated salary and benefits not directly related to a specific event, have been shown as 'Other' in the below schedule.

Gala event	\$ 59,473
KSBR	74,176
Golf	18,615
Other	113,311
Total fundraising costs (A)	\$ 265,575
Contributions	\$ 90,750
Special events revenue	258,840
Total funds raised (B)	\$ 349,590
Fundraising expense ratio (A/B)	76%

NOTE 10 – GIFT ANNUITIES

The Foundation is a named beneficiary of charitable gift annuities administered by the Community College League of California. The Foundation is entitled to the remaining funds in the annuities designated by the donors at the end of the donors' lifetime. The balance of annuity investments at June 30, 2016, is approximately \$51,698. The receivable is measured at the present value of future expected payments discounted at rates ranging from 6.6-8.6%. The receivable balance is \$39,862 as of June 30, 2016.

NOTE 11 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 12 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 13 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2016 through the date the financial statements were available to be issued, October 4, 2016. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

IRVINE VALLEY COLLEGE FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED JUNE 30, 2016







San Diego
Los Angeles
San Francisco
Bay Area



IRVINE VALLEY COLLEGE FOUNDATION TABLE OF CONTENTS JUNE 30, 2016

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Board of Governors
Irvine Valley College Foundation
Irvine, California

We have audited the accompanying financial statements of Irvine Valley College Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Christy White, CPA
Michael Ash, CPA

Heather Rubio

SAN DIEGO LOS ANGELES SAN FRANCISCO/BAY AREA

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State Board of Accountancy

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Irvine Valley College Foundation as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

San Diego, California

Christy White Ossociates

October 4, 2016

ASSETS		
Current assets		
Cash and cash equivalents (Note 2)	\$	681,037
Investments (Note 3)		1,346,831
Pledges Receivable (Note 4)		60,722
Prepaid expense		10,660
Total current assets		2,099,250
Other assets		
Investments with the Foundation for		
California Community Colleges (Note 3)		391,205
Total other assets		391,205
Capital assets		
Property and equipment		15,930
Less accumulated depreciation		-
Total capital assets, net		15,930
Total Assets	\$	2,506,385
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	\$	70,158
Accrued liabilities	4	8,616
Total liabilities		78,774
Net assets		
Unrestricted		161,546
Temporarily restricted		1,229,816
Permanently restricted		1,036,249
Total net assets		2,427,611
Total Liabilities and Net Assets	\$	2,506,385

	Un	nrestricted	emporarily Restricted	ermanently Restricted	Total
SUPPORT AND REVENUES					
Contributions	\$	14,584	\$ 730,777	\$ 5,164	\$ 750,525
Special events - fundraisers		118,132	25,255	-	143,387
Donated Services (Note 6)		610,543	-	-	610,543
Donated Professional Fees		13,000	-	-	13,000
Investment income (Note 3)		27,697	6,016	-	33,713
Sales & Commission		22,804	12,880	890	36,574
Other Contract Services		-	11,403	126	11,529
Other Revenue		(1,861)	44,432	48,611	91,182
Net assets released from restrictions					
Purpose restrictions satisfied		764,613	(764,613)	-	-
Total Support and Revenues		1,569,512	66,150	54,791	1,690,453
EXPENSES					
Program services		1,183,550	-	-	1,183,550
Supporting services					
Management and general activities		159,684	-	-	159,684
Fundraising (Note 8)		174,889	-	-	174,889
Total Expenses		1,518,123	-	-	1,518,123
	,				
CHANGE IN NET ASSETS		51,389	66,150	54,791	172,330
Net Assets - Beginning		110,157	1,163,666	981,458	 2,255,281
Net Assets - Ending	\$	161,546	\$ 1,229,816	\$ 1,036,249	\$ 2,427,611

	Program		Management				
		Services		and General	Fu	ındraising	Total
EXPENSES							
Salaries and benefits	\$	396,079	\$	126,870	\$	87,683	\$ 610,632
Scholarship payments		401,295		-		-	401,295
Program activities		109,696		-		-	109,696
Special events - Fundraising		-		-		87,206	87,206
Professional fees		-		13,000		-	13,000
Contract services		23,533		-		-	23,533
Supplies and printing		3,829		-		-	3,829
Seminars and conferences		85,283		-		-	85,283
Dues and memberships		3,280		-		-	3,280
Program equipment and software		35,645		-		-	35,645
General operating		124,910		19,814		-	144,724
Total Expenses	\$	1,183,550	\$	159,684	\$	174,889	\$ 1,518,123

IRVINE VALLEY COLLEGE FOUNDATION STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 172,330
Adjustments to reconcile change in net assets to net cash	
provided by (used in) operating activities	
Changes in operating assets and liabilities	
Pledges Receivable (Note 4)	13,607
Capital Assets	(15,930)
Prepaid expense	(9,000)
Accounts payable	29,233
Accrued liabilities	 8,518
Net cash provided by (used in) operating activities	198,758
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of investments and reinvested earnings	(26,120)
Net cash provided by (used in) investing activities	(26,120)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	172,638
Cash and cash equivalents - Beginning	 508,399
Cash and cash equivalents - Ending	\$ 681,037
Interest paid during the year ended June 20, 2016	\$ -

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Irvine Valley College Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on December 5, 2003. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the Irvine Valley College (the "IVC"). The principal source of total revenue for the Foundation is donor contributions. Additionally, the District provides administrative services to the Foundation. The Foundation considers these donated services as a principle source of revenue and recognizes the corresponding amount as an expense.

B. Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. <u>Functional Expenses</u>

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws.

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

In 2003, the Foundation received it's 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2016. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

H. Capital Assets

The District has adopted a policy to capitalize purchases of \$5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

J. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

K. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2016, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling \$681,037.

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)

Investments are presented in the financial statements at their aggregate fair value. The fair value of investments at June 30, 2016, is as follows:

	 Fair Value	_	uoted Prices in Active Markets for Identical Assets (Level 1)	Sig	gnificant Other Observable Inputs (Level 2)	Significant Unobservabl Inputs (Level 3)	le
Mutual funds Total Investments	\$ 1,346,831 1,346,831	\$	1,346,831 1,346,831	\$	<u>-</u>	\$	<u>-</u>
Investment with FCCC Total investments and	391,205				391,205		
investment with FCCC	\$ 1,738,036	\$	1,346,831	\$	391,205	\$	_

The investment with the Foundation for Community College ("FCCC") is measured using level 2 inputs including the allocable share in the market value of the underlying investments held by the FCCC.

The following Schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2016:

Unrealized Gain/(Loss)	\$ 9,589
Realized gains	(4,985)
Interest and dividends	 29,109
Total investment income	\$ 33,713

Investment with the Foundation for California Community Colleges

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (the "Endowment") through the Foundation for California Community Colleges (FCCC). The Endowment has been set up to provide matching scholarship funds for California community colleges. Foundation's lead gift of \$25 million established the California Community Colleges Scholarship Endowment. The California Community Colleges and the Foundation for California Community Colleges raised an additional \$28.5 million, spurring \$14.2 million in match dollars from The Osher Foundation; the result is a \$67.7 million permanent scholarship fund. Scholarships from the Endowment were first distributed to students throughout the state in fall 2009 and will continue to be dispersed every year in perpetuity. The allocation will be based on each college's Full Time Equivalent Students (FTES) and each scholarship is valued at a maximum of \$1,000 per school year per student.

These funds are invested in a pooled investment fund held by the FCCC. At June 30, 2016, the fair value of this investment was \$391,205 The FCCC has assembled an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the Endowment's assets.

NOTE 4 – PLEDGES RECEIVABLE

Pledges receivable as of June 30, 2016 total \$60,722. The pledges receivable are estimated to be collected in less than one year from June 30, 2016.

The Foundation has not historically had difficulty collecting amounts due from grantor agencies or other donors; therefore, no allowance for uncollectible pledges has been recorded.

NOTE 5 – NET ASSETS

Temporarily Restricted Net Assets

Temporarily restricted net assets as of June 30, 2016 were \$1,229,816, are restricted for the use in providing scholarships and other program services to Irvine Valley College.

Permanently Restricted Net Assets

Permanently restricted net assets totaling \$1,036,249 are restricted for investment in perpetuity, which represents the Foundation's endowment funds.

Net Assets Released from Restrictions

Net assets of \$764,613 were released from temporarily restricted net assets during the fiscal year.

NOTE 6 - RELATED PARTIES AND DONATED SERVICES

To assist the Foundation in carrying out its mission, the District provides administrative services to the Foundation. The District pays salaries and benefits to the Executive Director, Director of Annual Giving and Development Services, Development Assistant II, and Development Associate, and contributed to the Foundation's audit fee. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. During the year ended June 30, 2016, the District contributed \$610,543 to these salaries, benefits and \$13,000 to professional fees. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and donated professional fees and as expenses under salaries and benefits and professional fees. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 7 – ENDOWMENT

The Foundation's endowment consists of approximately 26 individual funds established primarily for scholarships. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Board of Governors of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the fund
- (2) The purposes of the organization and the donor-restricted endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation and deflation
- (5) The expected total return from an income and appreciation of investments
- (6) Other resources of the organization
- (7) The investment policies of the organization

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor of UPMIFA requires the Foundation to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. There were no deficiencies as of June 30, 2016.

Return Objectives and Risk Parameters

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Governors, the endowment assets are invested in a manner that is intended to protect the principal, over the long term, and yet maximize the investment earnings so as to maximize the benefit provided by the endowment. Accordingly, funds are invested in a combination of fixed income funds and equity funds expected to provide an average rate of return of approximately 5 percent annually. Actual returns in any given year may vary from this amount.

NOTE 7 - ENDOWMENT (continued)

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Foundation targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a policy of appropriating for distribution each year 3 percent of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution was planned. While it is the Foundation's goal to distribute 3 percent, it is not guaranteed and is contingent upon current market conditions. In establishing this policy, the Foundation considered the long-term expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 2 percent annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

Endowment composition and changes in endowment net assets for the fiscal year ended June 30, 2016, is as follows:

	Temporarily Restricted		Permanently Restricted		
					Total
Endowment net assets, July 1, 2015	\$	119,887	\$	981,458	\$ 1,101,345
Contributions		500		5,835	6,335
Interfund transfers		11,371		48,956	60,327
Net investment income		108,383			108,383
Net appreciation (depreciation)		(8,499)		-	(8,499)
Amounts appropriated for expenditure		(8,388)			(8,388)
Endowment net assets, June 30, 2016	\$	223,254	\$	1,036,249	\$ 1,259,503

NOTE 8 – FUNDRAISING EXPENSE

Fundraising expenses consist largely of operating special fundraising events and costs associated with communicating with potential donors. Total fundraising costs were approximately 105% of funds raised for the year ended June 30, 2016. The schedule below presents fundraising expense costs and funds raised prior to netting the cost of direct benefits to donors. Fundraising expenses, including allocated salary and benefits not directly related to a specific event, have been shown as 'Other' in the below schedule.

Astounding inventions event	\$ 10,393
Gala event	65,898
Other	98,598
Total fundraising costs (A)	\$ 174,889
Contributions	\$ 23,835
Special events revenue	 143,387
Total funds raised (B)	\$ 167,222
Fundraising expense ratio (A/B)	105%

NOTE 9 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 10 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District. If the District failed to continue to provide support to the Foundation, the Foundation would need to significantly change its operations in order to achieve its mission in serving Irvine Valley College.

NOTE 11 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2016 through the date the financial statements were available to be issued, October 4, 2016. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED JUNE 30, 2016







San Diego
Los Angeles
San Francisco
Bay Area



ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION TABLE OF CONTENTS JUNE 30, 2016

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Board of Governors
Advanced Technology and Education Park (ATEP) Foundation
Mission Viejo, California

We have audited the accompanying financial statements of Advanced Technology and Education Park (ATEP) Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Christy White, CPA
Michael Ash, CPA

Heather Rubio

SAN DIEGO LOS ANGELES SAN FRANCISCO/BAY AREA

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Licensed by the California
State Board of Accountancy

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Advanced Technology and Education Park (ATEP) Foundation as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

San Diego, California

Christy White Ossociates

September 8, 2016

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION STATEMENT OF FINANCIAL POSITION JUNE 30, 2016

ASSETS	
Current assets	
Cash and cash equivalents (Note 2)	\$ 12,469
Total Assets	\$ 12,469
LIABILITIES AND NET ASSETS	
Net assets	
Unrestricted	\$ 12,469
Total Liabilities and Net Assets	\$ 12,469

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION STATEMENT OF ACTIVITIES JUNE 30, 2016

	Uni	estricted	Total
SUPPORT AND REVENUES			
Donated Services (Note 3)	\$	2,652 \$	2,652
Total Support and Revenues		2,652	2,652
EXPENSES Management and general activities Total Expenses	\$	2,672 2,672	2,672 2,672
CHANGE IN NET ASSETS		(20)	(20)
Net Assets - Beginning		12,489	12,489
Net Assets - Ending	\$	12,469 \$	12,469

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION STATEMENT OF FUNCTIONAL EXPENSE JUNE 30, 2016

	Mana	Management				
	and General Tot					
EXPENSES						
Other		20		20		
Donated Services (Note 3)		2,652		2,652		
Total Expenses	\$	2,672	\$	2,672		

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION STATEMENT OF CASH FLOWS JUNE 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ (20)
Net cash provided by (used in) operating activities	(20)
NET INCREASE (DECREASE) IN CASH	(20)
Cash and cash equivalents - Beginning	\$ 12,489
Cash and cash equivalents - Ending	\$ 12,469

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Advanced Technology and Education Park (ATEP) Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on October 5, 2005. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The Foundation is a discretely presented component unit of the District and has been included in the District's basic financial statements.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. <u>Functional Expenses</u>

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

F. <u>Income Taxes</u>

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2016. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

G. Capital Assets

The District has adopted a policy to capitalize purchases of \$5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

I. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

J. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

K. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 2 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2016, consist of amounts held in non-interest bearing checking account totaling \$12,489.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to \$250,000 per depositor, per insured bank, for each account ownership category. The Foundation was not exposed to custodial credit risk as of June 30, 2016.

NOTE 3 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services, including donated audit services to the Foundation. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and as expenses under in-kind donations. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 4 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 5 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 6 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2016 through the date the financial statements were available to be issued, September 8, 2016. Management did not identify any transactions that require disclosure or that would have an impact on the financial statement.

FOUNDATION FOR THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (SOCCCD)

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2016

San Diego
Los Angeles
San Francisco
Bay Area



FOUNDATION FOR THE SOCCCD TABLE OF CONTENTS JUNE 30, 2016

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Board of Governors Foundation for the SOCCCD Christy White, CPA Orange, California

> We have audited the accompanying financial statements of Foundation for the SOCCCD (the "Foundation"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Michael Ash, CPA

Heather Rubio

SAN DIEGO LOS ANGELES SAN FRANCISCO/BAY AREA

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Licensed by the California

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Foundation for the SOCCCD as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

San Diego, California

Christy White Ossociates

October 4, 2016

FOUNDATION FOR THE SOCCCD STATEMENT OF FINANCIAL POSITION JUNE 30, 2016

ASSETS	
Current assets	
Cash and cash equivalents (Note 2)	\$ 6,388
Total Assets	\$ 6,388
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable	\$ 26
Due to trust accounts	1,637
Total liabilities	 1,663
Net assets	
Unrestricted	4,725
Total net assets	 4,725
Total Liabilities and Net Assets	\$ 6,388

FOUNDATION FOR THE SOCCCD STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2016

SUPPORT AND REVENUES	
Donated Services (Note 3)	\$ 4,400
Total Support and Revenues	4,400
EXPENSES	
Program services	1,149
Supporting services	
Management and general activities	4,400
Total Expenses	5,549
CHANGE IN NET ASSETS	(1,149)
Net Assets - Beginning	5,874
Net Assets - Ending	\$ 4,725

FOUNDATION FOR THE SOCCCD STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2016

	Program Services	nnagement d General	Total
EXPENSES			
Program activities	\$ 1,149	\$ -	\$ 1,149
In-kind donations	-	4,400	4,400
Total Expenses	\$ 1,149	\$ 4,400	\$ 5,549

FOUNDATION FOR THE SOCCCD STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ (1,149)
Adjustments to reconcile change in net assets to net cash	
provided by (used in) operating activities	
Accounts payable	26
Net cash provided by (used in) operating activities	(1,123)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENT	(1,123)
Cash and cash equivalents - Beginning	7,511
Cash and cash equivalents - Ending	\$ 6,388
Interest paid during the year ended June 30, 2016	\$ -

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Foundation for the SOCCCD (the "Foundation"), was formed as a California nonprofit public benefit corporation on July 5, 2005. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The principal sources of revenue for the Foundation include in-kind contributions for donated services. The Foundation is a discretely presented component unit of the District and has been included in the District's basic financial statements.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2016. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

G. Capital Assets

The Foundation for the SOCCCD has adopted a policy to capitalize purchases of \$5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

I. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

J. <u>Investments</u>

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

K. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

FOUNDATION FOR THE SOCCCD NOTES TO FINANCIAL STATEMENTS, continued JUNE 30, 2016

NOTE 2 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2016, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling \$6,388.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to \$250,000 per depositor, per insured bank. The Foundation is not exposed to custodial credit risk as of June 30, 2016.

NOTE 3 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services, including donated audit services to the Foundation. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and as expenses under in-kind donations. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 4 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 5 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 6 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2016 through the date the financial statements were available to be issued, October 4, 2016. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

6.2

ITEM:

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: District-wide Network Security Firewall Refresh Project, Use

of the NASPO/WSCA Palo Alto Networks Contract, Optiv Security, Inc.

ACTION: Approval

BACKGROUND

On August 22, 2016, the Board of Trustees approved the District-wide Network Security Firewall Refresh project as part of the FY 2016-2017 technology basic aid funding.

The State of Utah, in association with the National Association of State Procurement Officials/Western States Contracting Alliance (NASPO/WSCA), has awarded Master Price Agreement No. AR626 to Palo Alto Networks. The State of California approved the usage of this agreement effective June 1, 2014 through May 31, 2019 in accordance with State of California Participating Addendum No. 7-14-70-11. Palo Alto Networks has many authorized resellers listed in the NASPO/WSCA agreement.

STATUS

Working with district purchasing and contracts, district IT staff requested proposals from a minimum of three authorized resellers of Palo Alto Networks for the procurement of network firewall equipment, using the Palo Alto Networks Master Price Agreement No. AR626.

The WSCA contract and the California Participating Addendum has been reviewed and approved for use by the OCDE Legal Counsel and is available for review in the Facilities and Planning and Purchasing department. For the current project needs, district IT staff obtained three quotes with the low quote received from Optiv Security, Inc. in the amount of \$699,512.69 (EXHIBIT A).

Basic aid funds for this project are available in the District-wide Network Security Firewall Refresh project budget.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the use of Master Price Agreement No. AR626 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. 7-14-70-11. This approval applies to procurement of District-Wide Network Security Firewall equipment from Optiv Security, Inc., for an amount of \$699,512.69 and purchases made within the term of the agreement. Use is contingent upon verification of the availability of funds for each purchase.

REQUEST FOR QUOTES DISTRICT-WIDE NETWORK FIREWALLS REFRESH PROJECT South Orange County Community College District

December 12, 2016

COMPANY NAME	<u>CITY</u>	<u>Amount</u>
*Optiv Security Inc.	San Mateo, CA	\$699,512.69
Digital Scepter	Irvine, CA	\$913,798.16
Meridian IT, Inc.	Deerfield, IL	\$1,178,756.67

^{*}Lowest bid

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

6.3

ITEM:

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College Technology and Applied Science

(TAS) Renovation Project

ACTION: Approval

BACKGROUND

On February 28, 2011, August 27, 2012, October 25, 2013, June 23, 2014, and August 22, 2016, the Board of Trustees approved a total of \$20,545,000 from basic aid for the Saddleback College Technology and Applied Science (TAS) Renovation project. This series of allocations demonstrates the project evolution from a seismic stabilization at one wing to stabilization of both wings and a complete interior improvement including all new systems (structural, mechanical, electrical, plumbing, technology, etc.).

On August 19, 2013, the California Community Colleges' Chancellor's Office presented a report on the Career Technical Education (CTE) Pathways Initiative, which places an emphasis on the need for increased enrollment state-wide in CTE programs.

The Technology and Applied Science (TAS) building houses most of the Saddleback College CTE programs. The TAS building occupants moved to the Village Swing Space after completion of the Transportation buildings which temporarily house the Automotive Technology program. The move to the Village Swing Space revealed many CTE programmatic needs of the division.

Most CTE programs are highly fluid and require flexible space. For example, the Automotive Technology program received a number of grants and obtained partnerships with neighboring automobile dealerships. These opportunities brought in new equipment and electric "practice" vehicles which resulted in the need for more space. This program and other CTE programs are expected to grow and shrink according to changing technical education needs in the future.

The current Village Swing Space is 3,000 square feet larger than the TAS building. The existing TAS building is scheduled for a foundation repair and interior improvements. Neither the structure nor the location allows for major renovation or expansion of program space. With the awareness that there will be no additional space and no major renovation, the ATAS Division, working with district services staff, is investigating moving one or more of their programs to an offsite facility.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

Concurrent with the move into the Village Swing Space, the district experienced a delay in the receipt of the Division of the State Architect (DSA) approval for the TAS Renovation project which is expected to delay construction start by no less than six months and likely nine months more.

STATUS

The prospective renovation of the existing TAS building, which has limited expansion possibilities, along with advances in current CTE instruction needs locally and statewide, have resulted in the assessment that the current plan for the funds allocated to the TAS Renovation project may not be the best use of these funds.

Preliminary discussions were held with the interim chancellor, who supported the acting vice chancellor of business services to meet with the college regarding the renovation project. The acting vice chancellor of business services, executive director of facilities planning, the college vice president for instruction, the dean for the Division of Advanced Tech & Applied Sciences and lead faculty met mid-November and unanimously elected to recommend that the Board approve that no additional money be spent on the TAS Renovation project allowing for the exploration of an alternate location for a new Saddleback College Technology and Applied Science building.

Basic aid funds are available in the approved project budget of \$20,545,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the assessment of alternate options for the Saddleback College Technology and Applied Science project.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

6.4

ITEM:

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-109 Board Education

ACTION: Discussion and 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.

<u>STATUS</u>

One board policy is presented to the Board of Trustees for discussion and approval. 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 approve the board policy as shown in EXHIBIT A.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

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 <u>as a whole</u> and to a <u>formalized</u> trustee education program that includes new trustee orientation. <u>The board understands</u> that ongoing training and professional development is key to being a strong effective board. To that end, the Board will engage in <u>regular required board training sessions</u>, study sessions, provide access to reading materials, <u>new board member orientations</u>, 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 SOCCD 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 receive 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, ij) 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 <u>and recommend</u> 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. <u>It is encouraged that board members and the chancellor attend together.</u>
- 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.fIV.C.9

Adopted: 6-26-06 Revised: 8-27-07 Revised: 5-20-13 Revised: 8-26-13

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

6.5

ITEM:

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-4119 Academic Ranking

ACTION: Accept for Review and Study

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

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 December 1, 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.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

BOARD POLICY

4119

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT PERSONNELHUMAN RESOURCES

ACADEMIC RANKING

A. Academic rank or title is not related to the amount of an academic employee's salary; therefore, salary will not be considered in the proposed plan for designating academic rank.

B. The Plan (Designation of Rank)

- 1. Full-time academic employees who do not wish academic rank may retain the title of instructor or lecturer.
- 2. The title lecturer will designate those academic employees who wish the title or who are not otherwise designated. Normally these employees will be part-time employees or those employees not teaching on a regular ten-month (10) contract. Provisions for designating academic rank to part-time faculty are available (see paragraph 6 of this policy).
- 3. <u>Assistant Professor</u>. Any academic employee hired as a probationary, regular, or full-time instructor shall be designated as assistant professor.
- 4. <u>Associate Professor</u>. Any academic employee who is a regular, full-time faculty member who has been granted tenure by the district shall be designated as an associate professor.
- 5. <u>Professor</u>. Any academic employee who is a regular, full-time faculty member who has served the district for six (6) years and has qualified for a sabbatical leave shall be designated as professor.
- 6. Any academic employee who has taught at least six (6) units each semester for three (3) consecutive years in the district or six (6) hours each week each semester for three (3) consecutive years in the district shall be designated as assistant professor.

C. General Criteria

- 1. A full-time faculty member is any full-time academic employee of the district, including, but not limited to counselors, coordinators, and librarians.
- 2. Academic rank will be designated in one of the college's instructional units. (Example: Professor of History)
- 3. A faculty member holding an academic rank shall have it listed in the catalog.

D. Implementation

- 1. All full-time and part-time faculty members currently employed by the district shall be given the appropriate credit for their previous years of service with the district.
- 2. If a full-time faculty member with academic rank at another college or university is employed by the district, the rank previously held will be honored in accordance with district policy.
- 3. Upon retirement, faculty members shall be granted the highest rank they held, followed by the word emeritus; upon retirement, administrators shall also retain their official title following by the word emeritus.

Adopted: 5-14-79 Revised: 1-28-80 Revised: 4-10-89 Revised: 5-11-92

Technical Update: 4-26-99

Reviewed: 3-28-11

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM: 6.6

DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Conflict of Interest – Updated Biennial Code Review and

Amendment

ACTION: Approval

BACKGROUND

Pursuant to Government Code Section 87306.5(b), the Orange County Board of Supervisors (the "County"), as the code reviewing body for the District, has requested that the District conduct a biennial review of its Conflict of Interest Code and, if a change in the Code is necessitated by changed circumstances, submit an amended Code to the County. The amended code will become effective upon approval by the County.

STATUS

A number of additional positions have been added and / or updated since the board approved the biennial amendment to the conflict of interest code approved on September 26, 2016. Consistent with the advisory opinions issued by the Fair Political Practices Commission, the District's existing Conflict of Interest Code (EXHIBIT A - Attachment A) is revised to reflect officials in the positions listed in EXHIBIT B shall file Statements of Economic Interest with either the Clerk of the Orange County Board of Supervisors or the agency/district's Political Reform Act Filing Officer and that the list of designated positions (EXHIBIT B) and reporting categories (EXHIBIT C) are updated and amended as shown.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-33 (EXHIBIT A) and approve the revised Conflict of Interest Code, subject to the review and approval by the Orange County Board of Supervisors.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

RESOLUTION NO. 16-33

RESOLUTION OF THE BOARD OF TRUSTEES OF SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ADOPTING A CONFLICT OF INTEREST CODE WHICH SUPERSEDES ALL PRIOR CONFLICT OF INTEREST CODES AND AMENDMENTS PREVIOUSLY ADOPTED

WHEREAS, the Political Reform Act of 1974, Government Code Section 81000 et. Seq. ("the Act"), requires a local government agency to adopt a Conflict of Interest Code pursuant to the Act; and

WHEREAS, South Orange County Community College District has previously adopted a Conflict of Interest Code and that Code now requires updating; and

WHEREAS, amendments to the Act have in the past and foreseeably will in the future require conforming amendments to be made to the Conflict of Interest Code; and

WHEREAS, the Fair Political Practices Commission has adopted a regulation, Title 2, California Code of Regulations, Section 18730, which contains terms for a standard model Conflict of Interest Code, which, together with amendments thereto, may be adopted by public agencies and incorporated by reference to save public agencies time and money by minimizing the actions required of such agencies to keep their code in conformity with the Political Reform Act.

NOW THEREFORE, BE IT RESOLVED:

Section 1. The terms of Title 2, California Code of Regulations, Section 18730 (Attachment A) and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference and, together with Exhibits A and B in which members and employees are designated and disclosure categories are set forth, constitute the Conflict of Interest Code of the South Orange County Community College District.

Section 2. The provisions of all Conflict of Interest Code and Amendments thereto previously adopted by the South Orange County Community College District and hereby superseded.

Section 3. The Filing Officer is hereby authorized to forward a copy of this Resolution to the Clerk of the Orange County Board of Supervisors for review and approval by the Orange County Board of Supervisors as required by California Government Code Section 87303.

President, Board of Trustees South Orange County Community College District

Clerk, Board of Trustees South Orange County Community College District

CONFLICT OF INTEREST CODE FOR THE

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

The Political Reform Act, Government Code Sections 81000, et seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 Cal. Code Regs. Sec. 18730) which contains the terms of a standard Conflict of Interest Code, which may be incorporated by reference in an agency's code. After public notice and hearing, the FPPC may amend this Regulation to conform to amendments in the Political Reform Act. Therefore, the terms of California Code of Regulations, Title 2, Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Exhibits designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of the South Orange County Community College District.

Officials in the positions listed in EXHIBIT B shall file Statements of Economic Interest with either the Clerk of the Orange County Board of Supervisors or the agency/district's Political Reform Act Filing Officer, as specified in EXHIBIT B. The Statements of Economic Interest shall be maintained as public records and shall be made available for public inspection and reproduction (Government Code § 82008).

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT LIST OF DESIGNATED POSITIONS CONFLICT OF INTEREST CODE

Designated Positions	Disclosure Categories	Files With
Acting Classified Administrator – Fiscal Services Comptroller	OC-01	СОВ
Assistant Athletic Director	OC-02	СОВ
Assistant Dean of Career and Technical Education	OC-02	СОВ
Assistant Dean of Division/ Director of Emeritus Institute	OC-02	СОВ
Assistant Dean of Financial Aid and Student Support Services	OC-02	СОВ
Assistant Dean, Health Science & Human Services / Director of		
Nursing	OC-02	СОВ
Assistant Director of Facilities	OC-01	СОВ
Assistant Director of Facilities – Capital Outlay Projects	OC-01	СОВ
Assistant Director of Fiscal Services – Accounting and Budget	OC-01	СОВ
Assistant Director of Marketing and Creative Services	OC-02	СОВ
Assistant Director of Technology Services and Broadcast Systems	OC-02	СОВ
Assistant Manager, Child Development Center	OC-02	СОВ
Assistant Vice President for Institutional Effectiveness	OC-02	СОВ
Associate Director of Adult Education	OC-02	СОВ
Associate Director of Applications Delivery	OC-02	СОВ
Board Member	OC-01	СОВ
Board Policies & Administrative Regulations Program Director	OC-02	СОВ
Buyer	OC-01	СОВ
Central Services Manager	OC-02	СОВ
Chancellor	OC-01	СОВ
Chief of Police	OC-02	СОВ
College Grants and Contracts Manager	OC-01	СОВ
Construction Manager	OC-01	СОВ
Consultant	OC-30	Agency
Contract Specialist	OC-01	СОВ
Dean of Advanced Technology and Applied Science	OC-02	СОВ
Dean of Business Sciences, Online and Extended Education	OC-02	СОВ
Dean of Career Pathways And Dual Enrollment	OC-02	СОВ
Dean of Community Education, Emeritus Institute & K-12 Partnerships	OC-02	СОВ
Dean of Counseling Services	OC-02	СОВ
Dean of Economic Workforce Development and Business Sciences	OC-02	СОВ
Dean of Enrollment Services	OC-02	СОВ
Dean of Fine Arts and Media Technology	OC-02	СОВ
Dean of Health Sciences and Human Services	OC-02	СОВ
Dean of Health Sciences, Kinesiology and Athletics	OC-02	СОВ
Dean of Instruction, Economic and Workforce Development	OC-02	СОВ
Dean of Kinesiology and Athletics / Athletics Director	OC-01	СОВ
Dean of Liberal Arts	OC-02	СОВ
Dean of Mathematics, Science & Engineering	OC-02	СОВ
Dean of Online Education and Learning Resources	OC-02	СОВ

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT LIST OF DESIGNATED POSITIONS CONFLICT OF INTEREST CODE

Designated Positions	Disclosure Categories	Files With
Dean of Social and Behavioral Sciences	OC-02	СОВ
Dean of Students & Counseling Services	OC-02	СОВ
Dean of the Arts	OC-02	СОВ
Dean of Transfer, Career & Special Programs	OC-02	СОВ
Deputy Chief of Police	OC-02	СОВ
Director of Annual Giving and Development Services	OC-02	СОВ
Director of Audience Development	OC-02	СОВ
Director of Career and Re-Entry Center	OC-02	СОВ
Director of Child Development Center	OC-02	СОВ
Director of College Broadcast Services	OC-02	СОВ
Director of Community Education	OC-02	СОВ
Director of Economic and Workforce Development	OC-02	СОВ
Director of Emeritus Instructional Program	OC-02	СОВ
Director of Facilities Planning	OC-01	СОВ
Director of Financial Aid	OC-01	СОВ
Director of Fiscal and Contract Services	OC-01	СОВ
Director of Foster and Kinship Care Program	OC-02	СОВ
Director of Health and Wellness Center	OC-02	СОВ
Director of HR, Employee Relations and Compliance	OC-02	СОВ
Director of Information Technology - Academic Systems	OC-02	СОВ
Director of Information Technology - Administrative Systems	OC-02	СОВ
Director of Information Technology - Infrastructure & Security	OC-02	СОВ
Director of International Students Program	OC-02	СОВ
Director of IVC Facilities	OC-01	СОВ
Director of Learning Assistance	OC-02	СОВ
Director of Marketing and Communications	OC-02	СОВ
Director of Noncredit, Adult and Community Education	OC-02	СОВ
Director of Outreach and Recruitment	OC-02	СОВ
Director of Performing Arts and Operations	OC-02	СОВ
Director of Purchasing, Contracts, and Materials Management	OC-01	СОВ
Director of Research, Planning and Accreditation	OC-02	СОВ
Director of Site Development	OC-02	СОВ
Director of Student Health Center	OC-02	СОВ
Director of Student Life	OC-02	СОВ
Director of Student Life and Equity	OC-02	СОВ
Director of Student Success and Support Program	OC-02	СОВ
Director of Technology Services	OC-02	СОВ
Director of Technology Services and Broadcast Systems	OC-02	СОВ
District Director of Research, Planning and Data Management	OC-02	СОВ
Executive Director of College Foundation	OC-01	СОВ
Executive Director of Facilities Planning / Purchasing / Materials		
Management	OC-01	СОВ
Executive Director of Fiscal Services / Comptroller	OC-01	СОВ

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT LIST OF DESIGNATED POSITIONS CONFLICT OF INTEREST CODE

Designated Positions	Disclosure Categories	Files With
Executive Director of HR and Employer- Employee Relations	OC-01	СОВ
Executive Director of Marketing and Creative Services	OC-02	СОВ
Executive Director for Public and Government Affairs	OC-02	СОВ
Executive Director of Public Private Partnership Development	OC-01	СОВ
Facilities Maintenance/Energy Project Manager	OC-01	СОВ
Facilities Operations Supervisor	OC-01	СОВ
Financial Analyst / Audit Supervisor	OC-02	СОВ
Grant Project Manager	OC-02	СОВ
Grant Project Manager for Real Estate	OC-02	СОВ
Grant Program Manager	OC-01	СОВ
Instructional Site Supervisor	OC-02	СОВ
Manager, College Fiscal Services	OC-01	СОВ
Manager, Office of the Chancellor and Trustee Services	OC-01	СОВ
Manager, Office of the President	OC-01	СОВ
Night Facilities Operations Supervisor	OC-02	СОВ
Payroll and Benefits Manager	OC-01	СОВ
Police Operations Lieutenant	OC-02	СОВ
President	OC-01	СОВ
Program Director, Categorical (DOL/TAACCCT)	OC-02	COB
Project Director of Career Technical Education	OC-02	СОВ
Purchasing Manager	OC-01	СОВ
Registrar	OC-02	СОВ
Risk Management Policy and Regulation Program Director	OC-02	СОВ
Risk Manager	OC-01	СОВ
Senior Buyer	OC-01	СОВ
Senior Director of College Facilities	OC-01	СОВ
Student Payment and Veterans Offices Manager	OC-02	СОВ
Systems Manager of Computer/ Network Operation Systems	OC-02	СОВ
Title IX Compliance Support Manager	OC-02	СОВ
User Experience (UX) Manager	OC-02	СОВ
Vice Chancellor of Business Services	OC-01	СОВ
Vice Chancellor of HR and Employer-Employee Relations	OC-01	СОВ
Vice Chancellor of Technology and Learning Services	OC-01	СОВ
Vice President for College Administrative Services	OC-01	СОВ
Vice President for Instruction	OC-02	СОВ
Vice President for Student Services	OC-02	СОВ
Workday HCM/Finance Enterprise Resource Planning Program	OC-02	СОВ
Manager		

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CONFLICT OF INTEREST CODE CATEGORIES

Disclosure Category	Disclosure Description
OC-01	All interests in real property in Orange County, the authority of the District as applicable, as well as investments, business positions and sources of income (including gifts, loans and travel payments).
OC-02	All investments, business positions and sources of income (including gifts, loans and travel payments).
OC-30	Consultants shall be included in the list of designated employees and shall disclose pursuant to the broadest category in the code subject to the following limitation: The County Department Head / Director / General Manager / superintendent / etc. may determine that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure required. The determination of disclosure is a public record and shall be filed with the Form 700 and retained by the Filing Officer for public inspection.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 6.7

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Authorization of Payment to Trustee Absent from Board

Meeting

ACTION: Approval

BACKGROUND

Education Code Section 72024 (d) was amended to read "A member (of the Board of Trustees) may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board. This compensation shall be a charge against the funds of the district."

STATUS

Trustee Terri Whitt was absent from the November 14, 2016 board meeting due to family matters.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt resolution 16-32 (Exhibit A) authorizing payment to Trustee Whitt who was absent from the November 14, 2016 meeting of the Board of Trustees.

Item Submitted By: Debra L. Fitzsimons, Interim Chancellor

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

RESOLUTION AUTHORIZING PAYMENT TO TRUSTEE ABSENT FROM BOARD MEETING

RESOLUTION 16-32

Section 72024 (d) provides that "A member (of the Board of Trustees) may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board. This compensation shall be a charge against the funds of the district;" and

WHEREAS, on November 14, 2016, the Board of Trustees of the South
Orange County Community College District held a meeting; and

WHEREAS, Trustee Terri Whitt could not be present at the meeting; and WHEREAS, it was determined that Trustee Whitts' absence was due to a hardship;

NOW, THEREFORE, BE IT RESOLVED that Trustee Whitt shall be paid at the regular rate of compensation for the meeting of the Board of Trustees held on Monday, November 14, 2016.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 6.8

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. <u>NEW PERSONNEL APPOINTMENTS</u>

- 1. **ADMINISTRATIVE EMPLOYMENT** (Ratified Pursuant to Board Policy 4002.1)
 - a. GUY, GEORGINA is to be employed as Dean of Transfer, Career, and Special Programs, Pos #P0004631, Office of Student Services, Saddleback College, Academic & Classified Administrators/Classified Managers Salary Range 22, Step 5, effective December 1, 2016. This is a replacement position for Terence Nelson. (Exhibit B, Attachment 1)
- 2. **ACADEMIC EMPLOYMENT** (Ratified Pursuant to Board Policy 4002.1)
 - a. VALDEZ, JAVIER, is to be employed as EOPS/CARE Counselor, Pos #P0002250, School of Guidance and Counseling, Irvine Valley College, effective December 1, 2016.
 Approximate Salary Placement: Class III, Step 1. This is a replacement position for Steven Lee, who retired. (Exhibit B, Attachment 2)
- 3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified Pursuant to Board Policy 4002.1)

		Approx.	
		<u>Salary</u>	
Highest Degree	<u>Assignment</u>	<u>Placement</u>	Start Date
MS/Electrical Engin.	Electricity/IVC	2	01/17/17
MS/Education TESOL	ESL/IVC	2	01/17/17
MA/Linguistics	ESL/IVC	2	01/17/17
EdD/Education	LRC/IVC	5	11/01/16
MS/Applied Math	Mathematics/SC	2	01/17/17
BA/History	Emeritus/SC	1	01/17/17
MA/Sociology	Sociology/SC	2	01/17/17
MA/Counseling	Counseling/SC	2	11/01/16
MA/Anthropology	Anthropology/SC	2	01/17/17
MA/Education	LRC/IVC	2	11/01/16
PhD/Art History	Art/SC	5	01/17/17
MA/Counseling	Counseling/SC	2	11/01/16
	MS/Electrical Engin. MS/Education TESOL MA/Linguistics EdD/Education MS/Applied Math BA/History MA/Sociology MA/Counseling MA/Anthropology MA/Education PhD/Art History	MS/Electrical Engin. MS/Education TESOL MS/Education TESOL ESL/IVC MA/Linguistics ESL/IVC EdD/Education MS/Applied Math Mathematics/SC BA/History Emeritus/SC MA/Sociology MA/Counseling MA/Counseling MA/Anthropology MA/Education PhD/Art History Electricity/IVC ESL/IVC Active Counseling/SC Mathropology/SC MA/Counseling MA/Education LRC/IVC Art/SC	Highest Degree Assignment Placement MS/Electrical Engin. Electricity/IVC 2 MS/Education TESOL ESL/IVC 2 MA/Linguistics ESL/IVC 2 EdD/Education LRC/IVC 5 MS/Applied Math Mathematics/SC 2 BA/History Emeritus/SC 1 MA/Sociology Sociology/SC 2 MA/Counseling Counseling/SC 2 MA/Anthropology Anthropology/SC 2 MA/Education LRC/IVC 2 PhD/Art History Art/SC 5

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.

A. <u>NEW PERSONNEL APPOINTMENTS</u> - Continued

3. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1)

Approx. Salary

Applicant Highest Degree Assignment Placement Start Date of DI/Law Theatre Arts/SC 5 01/17/17

Equivalency is based upon Mr. Arkin's professional acting career of over 30 years. He has appeared On Broadway, Off Broadway (where he received a prestigious Drama Desk nomination for his work in "Dinner with Friends"), and many of the top regional theatres in the country. Mr. Arkin has also appeared in numerous films and television shows and has extensive training in the Hagen technique of actor training.

Brooks, Kristine JD/Law Business/SC 5 01/17/17

Equivalency is based on an earned Juris Doctor degree from Western State University College of Law and a Bachelor's degree in law. Since 1990, Ms. Brooks has worked as inhouse counsel for various companies including Toshiba America Electronic Components, Inc.; and most recently Vision Solutions, Inc. where she is general counsel. She has been responsible for all legal matters within the context and operations of business, and works with various managers and executives in all aspects of operations including overall corporate governance, distribution, employment and labor, intellectual property licensing, litigation, mergers and acquisitions, and real estate.

Irwin, Tisha MD/Medical Degree Geology/SC 5 01/17/17

Equivalency is based on an Associate of Arts degree in Geology from Saddleback College, a Bachelor of Sciences degree in Biological Sciences from Florida Atlantic University, a Medical Degree (MD) from the University of Miami, and a Master's Degree (pending) in Geoscience from the University of California, Riverside. In addition, Dr. Irwin has a broad background in science and has won several awards for teaching assistantships in introductory geology courses.

Lau, Kenneth PhD/Chemical Engin. Chemistry/IVC 5 01/17/17

Equivalency is based on a Bachelor of Science degree from the University of Minnesota and PhD from the University of Illinois, both in Chemical Engineering. Dr. Lau has several years of diverse teaching experience in Chemistry related courses, including their laboratory component. He has had an extensive list of publications and industry experience.

Mirfakhrai, Koorosh MS/Biotechnology Biology/IVC 2 01/17/17

Equivalency is based on current and continued employment with Allergan Inc., since 2007. Mr. Mirfakhrai has developed, validated, and qualified various Bioanalytical methods. He has authored procedures, protocol, and reports used in the training of new analysts on performing a variety of biotechnological assays.

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following <u>Irvine Valley College</u> faculty members be compensated as indicated below for the 2016/2017 fiscal years.

2016-2017 IVC FIS	SCAL YEAR TOTAL TO DATE	\$413,944.13	
Total for Month: 0	General Fund/IVC	\$8,625.50	
DeRoulet, Daniel	Writing Center Facilitator	5,308.00	01/10/17-05/26/17
Davison, John	Co-Chair, Physical Sciences 1	3,317.50	01/10/17-05/26/17
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
		Not to Exceed	

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for the 2016/2017 fiscal years.

		Not to Exceed	
Name	Activity	Amount (\$)	Effective Date
Barrows, Morgan	Chair, Env Stds/Ecology/Marine Sci	4,312.75	01/13/17-05/22/17
Beckham, Jack	Chair, English	9,952.50	01/13/17-05/22/17
Bennett, Michael	Chair, Adapted Kinesiology	1,658.75	01/13/17-05/22/17
Billingsley, Bill	Chair, History	1,327.00	01/13/17-05/22/17
Bowman, Don	Chair, Accounting	2,654.00	01/13/17-05/22/17
Brady, Ken	Secretary Academic Senate	3,981.00	01/10/17-05/26/17
Branch-Stewart, K.	Chair, Human Services	4,976.25	01/13/17-05/22/17
Caggiano, Jodi	Co-Chair, Nursing/Health Science	2,156.38	01/13/17-05/22/17
Call, Linda	Special Proj-Accred Prep Handbook	2,654.00	01/10/17-05/26/17
Camelot, Allison	Chair, Sociology	2,322.25	01/13/17-05/22/17
Canales, Katherine	Co-Chair, Astronomy/Physics/Eng.	1,161.13	01/13/17-05/22/17
Cavazzi, Deidre	Chair, Dance	2,985.75	01/13/17-05/22/17
Cesareo, Claire	Online Educator Program	500.00	08/22/16-12/18/16
Chu, Hencelyn	Co-Chair, Medical Lab Technician	829.38	01/13/17-05/22/17
Cox, Barbara	Chair, Business	3,981.00	01/13/17-05/22/17
Crabb, Kerry	Chair, Intercollegiate Athletics	3,981.00	01/13/17-05/22/17
Cubbage, April	Chair, Women's Studies	1,327.00	01/13/17-05/22/17
Daniels, Stevie	Co-Chair, ESL	2,488.13	01/13/17-05/22/17
Daniels, Stevie	ESL Lab Services Coordinator	1,990.50	01/13/17-05/22/17
Dorrough, Mark	Forensics Coach	500.00	01/17/17-05/25/17
Duffy, Michelle	Co-Chair, Reading	1,824.63	01/13/17-05/22/17
Duquette, Jan	Chair, Kinesiology & Recreation	8,293.75	01/13/17-05/22/17
Evancoe, Eugene	Chair, Electronics/Comp. Maint.	2,645.00	01/13/17-05/22/17
Even, Ryan	Chair, Photography	1,658.75	01/13/17-05/22/17
Farnsworth, Robert	Co-Chair, Horticulture/Lndscp Dsgn	1,658.75	01/13/17-05/22/17
Fox, Lindsay	Chair, Fashion	4,976.25	01/13/17-05/22/17
Garcia, Renee	Anthropology Lab Coordinator	1,990.50	01/10/17-05/26/17
Garcia, Renee	Chair, Anthropology/Ethnic Studies	3,317.50	01/13/17-05/22/17
Gilman, Bruce	AVID	3,981.00	01/10/17-05/26/17
Gliadkovsky, Kirill	Chair, Music	6,635.00	01/13/17-05/22/17
Goodman, Rich	Drug Court Liaison	1,327.00	01/10/17-05/26/17
Haeri, Mitch	Co-Chair, Astronomy/Physics/Eng	1,161.13	01/13/17-05/22/17

B. <u>ADDITIONAL COMPENSATION: GENERAL FUND</u> – Continued

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for the 2016/2017 fiscal years.

		Not to Exceed	
Name	Activity	Amount (\$)	Effective Date
Hardick, Randy	Chair, EMS/Paramedics	1,327.00	01/13/17-05/22/17
Hernandez-Bravo, C	Co-Chair, International Languages	5,838.80	01/13/17-05/22/17
Hernandez-Bravo, C	Int'l Languages Lab Coordinator	1,990.50	01/13/17-05/22/17
Hoolihan, Lori	Co-Chair, Fam & Consumer/Foods	2,156.38	01/13/17-05/22/17
Huggins, Barbara	Co-Chair, Nursing/Health Science	2,156.38	01/13/17-05/22/17
Huntley, Tony	Co-Chair, Biology/Oceanography	2,654.00	01/13/17-05/22/17
Kiernan, Maria	Co-Chair, Emeritus Fine/Liberal Arts	5,639.75	01/13/17-05/22/17
Konishi, Hiro	Chair, Cinema, TV, Radio	3,981.00	01/13/17-05/22/17
Langrell, Jenny	Library Coordinator	3,981.00	01/10/17-05/26/17
Lee, Ken	Curriculum Team	3,981.00	01/10/17-05/26/17
Lee, Ken	Co-Chair, Horticulture/Lndscp Dsgn	1,658.75	01/13/17-05/22/17
Lowe, Lesley	Co-Chair, Emeritus Health	5,639.75	01/13/17-05/22/17
Magrann, Tracey	Co-Chair, Medical Lab Technician	829.38	01/13/17-05/22/17
Major, Nicole	Gerontology Coordinator	1,990.50	01/10/17-05/26/17
McFann, Kent	Chair, Theatre	2,985.75	01/13/17-05/22/17
McFann, Kent	Chair, Art	4,644.50	01/13/17-05/22/17
McGirr, Julie	Co-Chair, ESL	2,488.13	01/13/17-05/22/17
Meyer, Cliff	Chair, Automotive Technology	4,644.50	01/13/17-05/22/17
Murray, Pete	Chair, Humanities/Philosophy	2,322.25	01/13/17-05/22/17
Murray, Pete	AVID	3,981.00	01/10/17-05/26/17
Nadeau, Bouchra	Co-Chair, International Languages	729.85	01/13/17-05/22/17
Ochoa, Heidi	Forensics Coach	3,000.00	01/17/17-05/25/17
Ochoa, Lucas	Forensics Coach	3,250.00	01/17/17-05/25/17
O'Leary, Thomas	Chair, Art History/Fine Arts	1,658.75	01/13/17-05/22/17
O'Rourke, Shawn	Forensics Director	3,250.00	01/17/17-05/25/17
Perez, Larry	Chair, Computer Science	3,981.00	01/13/17-05/22/17
Posada, Timothy	Chair, Journalism	2,322.25	01/13/17-05/22/17
Quade, Joyce	Chair, CIM/Admin Assistant	5,308.00	01/13/17-05/22/17
Renault, Irene	Academic Reading Center Coord.	1,990.50	01/13/17-05/22/17
Repka, Jim	Chair, Geology	1658.75	01/13/17-05/22/17
Schermerhorn, B.	Co-Chair, Real Estate	829.38	01/13/17-05/22/17
Smith, Christina	Chair, Educational Studies	1,327.00	01/13/17-05/22/17
Smith, Dana Jean	Forensics Coach	1,000.00	01/17/17-05/25/17
Smith, Jeanne	Chair, Mathematics	9,952.50	01/13/17-05/22/17
Smith, Maureen	Geography Lab Coordinator	1,990.50	01/10/17-05/26/17
Stankovich, K.	Program Review Coordinator	7,962.00	01/10/17-05/26/17
Stankovich, K.	Chair, Speech	3,649.25	01/13/17-05/22/17
Steinriede, Lindsey	Chair, Health	1,327.00	01/13/17-05/22/17
Stephens, Blake	Chair, Architecture/Drafting	4,976.25	01/13/17-05/22/17
Stevenson, Bill	English Composition Coordinator	3,981.00	01/13/17-05/22/17
Stevenson, Glen	Chair, Rapid Manufacturing	1,990.50	01/13/17-05/22/17
Tamer, Rita	Chair, American Sign Language	1,658.75	01/13/17-05/22/17
Tamialis, Barbara	Chair, Child Development	5,971.50	01/13/17-05/22/17

B. <u>ADDITIONAL COMPENSATION: GENERAL FUND</u> – Continued

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for the 2016/2017 fiscal years.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Taylor, Karen	Chair, Graphic Comm/Design	3,981.00	01/13/17-05/22/17
Teh, Steve	Co-Chair, Biology/Oceanography	2,654.00	01/13/17-05/22/17
Thomas, Arlene	Chair, Int Design/Travel & Tourism	3,317.50	01/13/17-05/22/17
Twicken, Lawrence	Chair, Political Science	1,990.50	01/13/17-05/22/17
Vogel, Jeff	Co-Chair, Reading	1,824.63	01/13/17-05/22/17
Walsh, Dan	Chair, Geography/GIS	2,322.25	01/13/17-05/22/17
Wegenek, Amira	Chair, Psychology	663.50	01/13/17-05/22/17
Welc, Martin	Co-Chair, Real Estate	829.38	01/13/17-05/22/17
White-Alcover, S.	Chair, Medical Asst/Medical Ins.	1,658.75	01/13/17-05/22/17
Williams, Jake	Writing Center Coordinator	1,990.50	01/13/17-05/22/17
Wolff, Michele	AHA Coordinator	1,990.50	01/10/17-05/26/17
Woodward, Ken	Chair, Economics	1,327.00	01/13/17-05/22/17
Yassine, Amina	Co-Chair, International Languages	729.85	01/13/17-05/22/17
Zoval, Jim	Chair, Chemistry	2,322.25	01/13/17-05/22/17
Total for Month: Go		\$261,464.69	
2010-2017 SC F1SC.	AL YEAR TOTAL TO DATE	\$565,648.54	

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following <u>Irvine Valley College</u> faculty members be compensated as indicated below for 2016/2017 fiscal years.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Carnie, Henry	Spprt ELEVATE AAPI@IVC Prjct	500.00	08/15/16-12/19/16
Gamboa, Tffany	CTE Educator Externship	500.00	11/11/16-12/15/16
Knoll, Melissa	Spprt ELEVATE AAPI@IVC Prjct	1,000.00	08/15/16-12/19/16
Kussoy, Carolina	CTE Educator Externship	500.00	11/11/16-12/15/16
Lee, Celina	ELEVATE AAPI Outreach	1,500.00	08/15/16-12/19/16
Marquez, Vanessa	Multiple Measures Work Group	1,327.00	08/22/16-12/16/16
Marquez, Vanessa	Multiple Measures Work Group	1,327.00	01/17/17-05/25/17
Nguyen, Tuan	Multiple Measures Work Group	1,327.00	08/22/16-12/16/16
Nguyen, Tuan	Spprt ELEVATE AAPI@IVC Prjct	1,000.00	08/15/16-12/19/16
Sevcik, Stacie	CTE Educator Externship	500.00	11/11/16-12/15/16
Total for Month: Ca	tegorical/Non-General Fund/IVC	\$9,481.00	
2016-2017 FISCAL	YEAR TOTAL TO DATE/IVC	\$287,546.92	

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for 2016/2017 fiscal years.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Bagwell, Janet	SC Reading Dept. CAI Work Group	465.60	07/14/16-08/14/16
Barragan, Valeria	Faculty Development Workshop	79.92	10/29/16-10/29/16

C. <u>ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND</u>

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for 2016/2017 fiscal years.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Bennett, Mike	Coordinator, KNEA Program	6,633.36	01/17/17-05/18/17
Benschop, Joanne	Part-time Counseling Institute	119.88	10/01/16-10/31/16
Boustani, Ladi	Part-time Counseling Institute	119.88	10/01/16-10/31/16
Bumbesti, Mircea	Faculty Professional Dev.	500.00	0822/16-12/18/16
Chandler, Meghan	BSI ITL Project	79.92	09/16/16-09/16/16
D'Arcy, Kim	LD CAP Coordination	2,557.44	01/17/17-05/18/17
Dassero, Sarah	BSI Project ITL Participation	79.92	10/21/16-10/21/16
Dassero, Sarah	BSI Research-Teaching Dev. Writing	79.92	10/28/16-10/28/16
Do, Tu	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Do, Tu	BSI ITL Project	79.92	09/16/16-09/16/16
Duffy, Michelle	Reading Dept. CAI Work Group	465.60	07/14/16-08/14/16
Engels, Michael	Go2Knowledge Training Webinar	200.00	08/15/16-12/18/16
Espinosa, Manuel	Faculty Development Workshop	79.92	10/29/16-10/29/16
Fisher, Suki	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16
Fitz-Maurice, Teri	Faculty Development Workshop	79.92	10/14/16-10/14/16
Gates, Alana	BSI ITL Project	79.92	09/16/16-09/16/16
Giron, Michelle	BSI Project ITL Participation	79.92	10/21/16-10/21/16
Gonzalez, Sara	BSI Project ITL Participation	79.92	10/21/16-10/21/16
Goss, Debbie	BSI Research-Teaching Dev. Writing	79.92	10/28/16-10/28/16
Goulding, Carrie	BSI Research-Teaching Dev. Writing	599.40	08/15/16-12/19/16
Goulding, Carrie	BSI Project ITL Participation	79.92	10/21/16-10/21/16
Goulding, Carrie	BSI Project ENG 390 Facilitator	599.40	11/04/16-11/05/16
Gross, Cindy	BSI ITL Project	79.92	09/16/16-09/16/16
Harris, Andrea	Printmaking Demo for Art Class	500.00	10/28/16-10/28/16
Harvey, Kirsten	Choreographer Winterdance	800.00	08/22/16-12/18/16
Hayter, Catherine	BSI PLC H.S. Student Success Visits	1,598.40	08/22/16-12/16/16
Hayter, Catherine	BSI Project ENG 390 Facilitator	599.40	11/04/16-11/05/16
Hill, Douglas	Faculty Development Workshop	79.92	10/14/16-10/14/16
Hodjera, Eva	Faculty Development Workshop	79.92	10/29/16-10/29/16
Kaefer, Kenneth	BSI Research-Teaching Dev. Writing	79.92	10/28/16-10/28/16
Kihyet, Connie	BSI ITL Project	79.92	09/16/16-09/16/16
King, Emily	BSI Research-Teaching Dev. Writing	79.92	10/28/16-10/28/16
King, Emily	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16
King, Emily	Faculty Development Workshop	79.92	10/14/16-10/14/16
Major, Nicole	Go2Knowledge Training Webinar	200.00	08/15/16-12/18/16
Maniaci, Vera	Faculty Development Workshop	79.92	10/14/16-10/14/16
Manjarre, Janeth	Part-time Counseling Institute	119.88	10/01/16-10/31/16
Marchioni, Rachel	Part-time Counseling Institute	119.88	10/01/16-10/31/16
Maroufkhani, Kevin	BSI ITL Project	79.92	09/16/16-09/16/16
Maroufkhani, Kevin	BSI ITL Participation	79.92	10/21/16-10/21/16
May, Carol	Part-time Counseling Institute	119.88	10/01/16-10/31/16
McCarthy, Mary	Part-time Counseling Institute	119.88	10/01/16-10/31/16
McGirr, Julie	BSI ESL SLO Align & Exit Exams	2,653.34	08/15/16-12/19/16
McMahon, Arnold	Faculty Development Workshop	79.92	10/29/16-10/29/16
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C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for 2016/2017 fiscal years.

		Not to Exceed		
Name	Activity	Amount (\$)	Effective Date	
McMurtrey, Megan	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16	
Medling, Jane	BSI ITL Project	79.92	09/16/16-09/16/16	
Medling, Jane	BSI Project ITL Participation	79.92	10/21/16-10/21/16	
Miremadi, Ali	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Monge, Mike	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Montoya, Jesus	Part-time Counseling Institute	119.88	10/01/16-10/31/16	
	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Myhren, Brett	BSI Research-Teaching Dev. Writing	79.92	10/28/16-10/28/16	
Nelson, Terence	Go2Knowledge Training Webinar	200.00	08/15/16-12/18/16	
Nussenbaum, Sharon	<u> </u>	200.00	08/15/16-12/18/16	
Ochi, Shellie	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16	
Page, Sam	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Pangborn, Lori	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Paquette, Chris	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16	
Paquette, Chris	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Rangel, Efren	CalWORKs Coordination	4,315.68	01/17/17-05/25/17	
Ravaghi, N.	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Reed, Mike	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Renault, Irene	SC Reading Dept. CAI Work Group	465.60	07/14/16-08/14/16	
Rios, Maria	Part-time Counseling Institute	119.88	10/01/16-10/31/16	
Robbins, Jared	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16	
Sadeghipour, Allia	BSI Project ENG 390 Participation	399.60	11/04/16-11/05/16	
Scarfone, Femia	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Silveira, Lisa	Common Assessment Initiative	3,980.02	08/22/16-12/18/16	
Smith, Jeanne	Common Assessment Initiative	3,980.02	08/22/16-12/18/16	
·	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Stanfield, Scott	SSSP Assessment Reader	319.68	08/15/16-12/18/16	
Strong, Peggy	Faculty Development Workshop	79.92	10/29/16-10/29/16	
Tuccinardi, Kirstin	Part-time Counseling Institute	119.88	10/01/16-10/31/16	
Valdez, Deanna	Equity-Directed Learning Activities	5,994.00	06/20/16-08/12/16	
Valdez, Deanna	June Math Refresh Workshop	1,008.80	06/01/16-06/30/16	
Vargas, Arlene	Part-time Counseling Institute	119.88	10/01/16-10/31/16	
Vogel, Jeff	SC Reading Dept. CAI Work Group	1,513.20	07/14/16-08/14/16	
Watt, Deb	Part-time Counseling Institute	119.88	10/01/16-10/31/16	
Weaver, Chris	SSSP Assessment Reader	319.68	08/15/16-12/18/16	
Weaver, Chris	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Westcott, John	Faculty Development Workshop	79.92	10/14/16-10/14/16	
Williams, Jake	BSI Project ENG 390 Facilitator	599.40	11/04/16-11/05/16	
Wolff, Michele	TAACCCT Online Development	599.40	08/22/16-12/18/16	
Zemanek, Erika	BSI Project ITL Participation	79.92	10/21/16-10/21/16	
Ziehm, Carol	SSSP Assessment Reader	319.68	08/15/16-12/18/16	
Total for Month: Categorical/Non-General Fund/SC \$53,465.78				
2016-2017 FISCAL				

Colory Contract

D. <u>AUTHORIZATION TO ESTABLISH/ANNOUNCE ACADEMIC ADMINISTRATIVE POSITION</u>

- DEAN OF CAREER PATHWAYS AND DUAL ENROLLMENT (CATEGORICAL), an Academic Administrator, Integrated Academic and Classified Administrators/Classified Managers Salary Schedule Range 22, Office of the Vice President for Instruction, Saddleback College, seeks authorization to establish and announce a full-time, 40 hours per week, 12 months per year position to its staff complement, effective December 13, 2016. This position is 80% categorically funded by Strong Workforce Program funds and 20% by general fund. The Dean of Economic and Workforce Development and Business Science will be backfilled 20% by the Strong Workforce Program funding, releasing 20% of the salary from the general fund, to be applied to the new position, There will be no net cost to the college. (Exhibit B, Attachment 3)
- 2. ASSISTANT DEAN OF CAREER AND TECHNICAL EDUCATION (CATEGORICAL), an Academic Administrator, Integrated Academic and Classified Administrators/Classified Managers Salary Schedule Range 20, Division of Economic and Workforce Development and Business Science, Saddleback College, seeks authorization to establish and announce a full-time, 40 hours per week, 12 months per year position to its staff complement, effective December 13, 2016. This position is a categorically funded position, assigned 80% to Career and Technical Education and 20% to Workforce and Economic Development. (Exhibit B, Attachment 4)

E. ADMINISTRATOR CONTRACT EXTENSIONS

1. The following South Orange County Community College District Administrators are to receive the specified contract extension, effective July 1, 2017.

		Salary	Contract
Administrator	Assignment	Placement	Term/Yr.
Cipres, Elizabeth	Dean, Counseling Services/IVC	22/8	06/30/2020
Fontanilla, Linda	Vice President, Student Services/IVC	25/8	06/30/2020
Hayward, Craig	Director, Research, Planning & Accred./IVC	19/8	06/30/2020
Inciong, Denice	District Dir., Research, Plan. & Data Mgmt/I	OS 19/8	06/30/2020
Jaramillo, John	Dean, EWD & Business Sciences/SC	22/7	06/30/2020
Klein, Jennifer	Director, Research, Planning & Accred./SC	19/3	06/30/2020
McDonald, Chris	Asst. VP for Inst'l Effectiveness/SC	23/8	06/30/2020
O'Connor, Kevin	Dean, Liberal Arts/SC	22/8	06/30/2020
Pestolesi, Diane	Asst. Dean, HS & HS/Director, Nursing/SC	20/7	06/30/2020
Poshek, Joseph	Dean, The Arts/IVC	22/8	06/30/2020
Rane-Szostak, D.	Dean, Health Science & Human Services/SC	22/8	06/30/2020
Roquemore, Glenn	President/IVC	27/8	06/30/2020
Teng, Anthony	Dean, Advanced Tech & Applied Science/SO	22/8	06/30/2020
Wynter, Cadence	Dean, Social & Behavioral Sciences/SC	22/8	06/30/2020
Zhao, Lianna	Dean, Math, Science & Engineering/IVC	22/8	06/30/2018

F. WORKLOAD BANKING

1. CHAMBERS, ELIZABETH, ID #2519, Sociology Instructor, Pos #P0001019, School of Social and Behavioral Sciences, 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.

G. REDUCED WORKLOAD PROGRAM WITH STRS RETIREMENT

1. ISHII, FUMIKO, ID #4204, Japanese Instructor, Pos #P0002991, School of Liberal Arts, Irvine Valley College, has requested to participate in a reduction in teaching contract to 71.67% workload beginning the academic year 2017-18 in accordance with Article XXXI, Section 1, of the Academic Employee Master Agreement 2015-2018, effective date to participate in the CalSTRS Reduced Workload Program is August 14, 2017.

NAME: GEORGINA GUY

POSITION: DEAN OF TRANSFER, CAREER AND SPECIAL PROGRAMS

Office of Student Services Saddleback College

EDUCATION:

Psy.D. & M.A. Clinical Psychology & Psychology

Alliant University Alhambra, CA

M.S. Counseling

California State University, Fullerton

Fullerton, CA

M.A. Sociology

California State University, Dominguez Hills

Carson, CA

B.A. Spanish Languages and Literature

California State University, Dominguez Hills

Carson, CA

EXPERIENCE:

Dr. Guy joined Saddleback College in January 2008 as full-time EOPS Coordinator/Counselor in the Transfer, Career and Special Program Division. Soon after, she oversaw the CalWORKs program, and in Spring 2014 she volunteered and spearheaded the development and implementation of the Student Equity Plan. In Summer 2015, Dr. Guy served as the Interim Dean of Counseling, where she oversaw general counseling services, Student Success and Support Program, and counseling classes. Since January 2016, Dr. Guy has served as Interim Dean of Transfer, Career and Special Programs (which includes EOPS, CARE, CalWORKs, DSPS, VETS, Foster Youth and Student Equity). Prior to working at Saddleback, Dr. Guy was a full–time, tenure Counselor/EOPS Coordinator at Cerritos College for 13 years, and an Assistant Clinical Professor at UC Irvine HealthCare/Family Medicine for 2 years. Furthermore, Dr. Guy has over 20 years of experience providing mental health services in different settings such as private practice, colleges, university, community mental health centers, and hospitals.

HONORS/AWARDS:

• Outstanding Service Award from the CA Community Colleges EOPS Association, 2011

LICENSES AND CERTIFICATES:

• Licensed Psychologist PSY 20500

PROFESSIONAL AFFILIATIONS:

Association of California Community College Administrators, Member; American Psychological Association, Member; California Psychological Association, Member; National Academy of Neuropsychology, Member; California Community College EOPS Association, Member; California Teachers Association, Member; Faculty Association of California Community Colleges, Member

NAME: JAVIER VALDEZ

POSITION: EOPS/CARE Counselor

Guidance and Counseling Irvine Valley College Full-Time, Tenure Track

EDUCATION:

M.S. Counseling

California State University

Long Beach, CA

B.S. Psychology & Social Behavior

University of California

Irvine, CA

A.A Liberal Arts

Santa Ana College Santa Ana, CA

EXPERIENCE

Mr. Javier Valdez has been a full-time high school counselor for 10 years for the Santa Ana Unified School District. In addition, he has been an adjunct instructor for the University of Redlands and National University, teaching graduate level courses both online and in the classroom. He also has been a part-time counselor for Santa Ana and Irvine Valley Colleges, where he has counseled and taught a variety of counseling courses since 2015. Mr. Valdez has over 15 years of experience working with students from various cultural diversity backgrounds and has a passion for closing the educational achievement gap for students who are educationally and financially disadvantaged.

LICENSES AND CERTIFICATES:

- Pupil Personnel Services Credential
- CPR Certified

PROFESSIONAL AFFILIATIONS:

- Member of the American School Counseling Association
- Member of the California Association of School Counselors
- Member of the American Education Research Association

HONORS/AWARDS:

- 2016 Student Support Staff of the Month
- 2015 Support Staff of the Year SAUSD
- 2015 Support Staff of the Month

South Orange County Community College District

DEAN OF CAREER PATHWAYS AND DUAL ENROLLMENT, Saddleback College - JC #821, Academic Administrator, Integrated Academic and Classified Administrators/Classified Managers Salary Schedule Range 22

DEFINITION

To work closely with the Vice President for Instruction and other District and College administrators in an environment of shared governance to provide leadership and administration for planning, developing, implementing, directing, monitoring and reviewing K-14 career pathways, dual enrollment and educational programming with local high schools, government and higher education educational partners; coordinate and schedule the development, staffing and facilities needs between division deans, department chairs and high schools, ensuring coordination of support services to faculty at high school sites; and to serve as secondary administrator in the leadership, supervision, guidance, growth and direction for local, regional and State of California initiatives associated with the position; and provide the Vice President 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.

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from other positions in that 80% of this position is funded with Strong Workforce funds while the other 20% of the position is funded with general funds. This position does not have an instructional component, but does serve as secondary administrator in the leadership, supervision, guidance, growth and direction for the local, regional and State of California initiatives associated with the position; and provides the Vice President with other assistance as directed and needed.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Vice President for Instruction or presidential designee.

Exercises functional and technical supervision over faculty, professional, academic, classified and other staff as assigned.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

- 1. Develop, implement, manage and evaluate career pathways and dual enrollment programming and related services as assigned, including conducting faculty evaluations at off-site locations, managing student recruitment, 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; provide classroom sites of sufficient size to accommodate unique needs of student populations; and work with faculty to achieve unit objectives.
- 2. Develop, implement, manage and evaluate academic career pathways and related services within the College, 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.

South Orange County Community College District Page 2 - Dean of Career Pathways and Dual Enrollment

- 3. Provide strategic and operational leadership in the development, assessment and delivery of high quality, innovative CTE programs to a diverse group of high school and adult school students through enhanced non-credit-certificates and credit courses, workshops, linked learning activities and other educational events and related activities; oversee course scheduling and development activities, overall deployment of faculty and staff assignments; conduct evaluations, orientation, coaching and professional development for faculty and staff; closely manage instructional delivery for courses within assigned areas of instruction; and serve as primary contact with assigned department chairs, directors and coordinators and K-12 staff and administrators.
- 4. Create and formalize career pathways and roadmaps between high school and College CTE programs.
- 5. Provide administrative oversight of Career Pathways and reviews reports; communicate with college deans, directors, vice presidents and president on high school partnerships, funding efforts and enrollment management of all concurrent and dual enrollment course sections.
- 6. Develop the preliminary budget for the area and effectively manage the approved budget.
- 7. With input from area personnel, develop and implement annual updates to the educational master plan, College Strategic Plan, enrollment plan, and overall college mission.
- 8. Develop dual enrollment programming (MOU's and course selection) to be offered at K-12 partner locations during fall, spring and summer terms as dual and/or concurrent enrollment classes to meet FTE's targets set by the Vice President for Instruction.
- 9. Promote college programs and services and encourage collaboration, teamwork and positive working relationships among faculty and staff.
- 10. Establish liaison relationships with local high schools and districts, Regional Occupational Centers (ROP's), private and charter schools, community and regional groups, other community colleges, and four-year colleges and universities.
- 11. Facilitate the admission, testing, and registration of students in concurrent enrollment/dual enrollment program; address grade concerns, complaints and discipline issues with appropriate contacts as needed in a timely manner.
- 12. Participate in a variety of committee and staff meetings in support of K-12 Partnerships, Dual and Concurrent Enrollment, and activities; participate in other related committee assignments, as required, both on and off campus.
- 13. Work with stakeholders to create a seamless pipeline for students K-14 by creating opportunities for student participation in career pathways in industry sectors leading to entry-level employment, certificate and degree attainment, and transfer opportunities.
- 14. Create seamless transitions for students to participate in dual enrollment and articulation programs in order to fully prepare students for college success.
- 15. Coordinate a high school advisory board to create plans that focus on measureable outcomes of student success and continuous program improvement.
- 16. Communicate with College, District, State, and Federal personnel to coordinate instructional or student needs, programs, services and activities; resolve conflicts and issues and develop new and effective certificate and degree programs; provide leadership in delivery of career pathway programs.

South Orange County Community College District Page 3 - Dean of Career Pathways and Dual Enrollment

- 17. Collaborate with K-12 District administrators, State Chancellor's office, Academic Senate and other key stakeholders to develop action plans to address articulation and alignment barriers to CTE pathway completion.
- 18. Work with the K-12 District Advisory Boards, Consortia, and parent groups to improve communication and processes and recommend new directives that involve curriculum development and pathway alignment.
- 19. Represent the college on local, state, and national committees and taskforces regarding career pathways, college promise programs, concurrent and dual enrollment, and the Strong Workforce Program.
- 20. Provide support and professional development for adjunct faculty teaching Saddleback College concurrent enrollment classes at local high schools; visit classroom/work sites and observe and evaluate methods and effectiveness; may conduct evaluations for faculty teaching at high school locations.
- 21. Work with the community, businesses, industry and other educational institutions to promote career pathways; contribute to the development and implementation of a coordinated outreach, marketing and public relations process and plan for assigned instructional programs and services.
- 22. Direct the preparation of appropriate college, district, State, and Federal reports as required.
- 23. Direct and supervise the work of others; review, approve and conduct performance appraisals; participate in the selection of staff; and administer employment contracts.
- 24. Direct the development and preparation of program proposals, grant applications, and contractual documents for educational services and joint venture partnerships with the Orange County Department of Education, regional consortia, educational institutions, and public contracts from local/State sources.
- 25. Perform other related duties as assigned.

QUALIFICATIONS

EDUCATION AND EXPERIENCE GUIDELINES

Any <u>combination</u> 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 master's degree from an accredited college or university in a discipline reasonably related to the assignment. An earned doctorate from an accredited college or university is preferred.

Experience:

At least two years of faculty experience at the post-secondary level, at least three consecutive years of recent successful leadership or post-secondary administrative and supervisory experience in an educational capacity related to a college or university, and evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physically challenged and ethnic backgrounds of community college students.

South Orange County Community College District

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Desirable Experience:

Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of: administrative leadership experience in the development, organization, and management of instructional programs; evidence of an understanding of and experience with the principles of participatory governance and principles of effective participation; evidence of experience in presenting summary analytical reports about enrollment trends, FTE's trends and fluctuations, program offering patterns, accreditation reports, cost/benefit analyses, among other reports; experience in budget development, management at school and department levels, and proven ability to manage, evaluate and procure grants/contracts from local/State sources.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Knowledge of:

A community college system.

A thorough knowledge of the various student support services required to enhance instruction.

All divisions and departments of a community college district and their inter-relationships.

Applicable District policies and local, State and Federal laws, codes and regulations, including Title V and California Education code.

Basic data collection and analysis related to student learning outcomes, retention, and success.

California Community Colleges basic skills initiative.

Community relations and external resource development.

Computer systems and software applications related to area of assignment.

District and College organization, operations and objectives.

District safety policies and procedures.

Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty and staff.

Evidence of understanding and experience with the principles of collegial consultation.

Interpersonal skills including tact, patience and diplomacy.

Management techniques that encourage creativity, improve efficiency and increase productivity.

Oral and written communication skills.

Organizational and management practices as applied to area of assignment.

Participatory governance process and venue, fostering open communication among divisions, programs and services.

Principles and practices of budget preparation and management.

Principles and practices of leadership and administration, including organization, budget administration and grant writing.

Principles and practices of program evaluation, student assessment, and organizational development.

Principles and practices of strategic planning, institutional research and alternative funding for public agencies.

Principles and practices of training and supervision.

Role and purpose of technological systems in providing online instruction, instructional support and student services.

Team-oriented leadership style.

Trends in assigned areas of education and related regulations.

Web page design, Blackboard and/or other course management systems, and other instructional and student services software.

South Orange County Community College District

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Ability to:

Administer budgets, personnel and facilities.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assist in forecasting current and future needs and costs affecting area of assignment.

Build successful partnerships with businesses, industry, the community and other educational institutions.

Collect, compile and analyze data.

Communicate clearly and concisely, both orally and in writing.

Communicate complex facts and ideas both in writing and in group presentations.

Demonstrate commitment to academic and professional excellence.

Demonstrate flexibility and adaptability.

Demonstrate leadership, management, supervisory, and team-building skills.

Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.

Demonstrate strong and effective writing, editing and verbal communication skills

Demonstrate evidence of participation in activities with campus, business or community organizations, such as a member of a planning body or committee.

Demonstrate evidence of working collaboratively with faculty, staff, students, and managers.

Develop promotional strategies for programs and services related to area of assignment.

Develop, prepare and administer project budgets.

Embrace and work effectively within a system of participatory governance.

Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation and quality services.

Establish and maintain cooperative and effective working relationships with those contacted in the course of work.

Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physically challenged, and ethnic backgrounds of community college students.

Exercise initiative and work independently.

Exercise judgment or choice among possible actions, sometimes without clear precedents and often with concern for the consequences of the action.

Interpret, apply and explain applicable District policies and procedures and local, State and federal laws and regulations.

Lead, train, supervise, provide work direction and evaluate others as assigned.

Learn District and College organization, operations and objectives.

Manage and assess technology needs.

Manage complex budgets, including grants.

Operate computer/applications software, including database management, spreadsheet, word processing and software related to assignment.

Operate modern office equipment, such as computer, printer, calculator, copier and facsimile machine.

Perform work using tact, patience and sensitivity.

Plan and organize work.

Plan, design and produce extensive reports, proposals, position papers, recommendations and other formal documents.

Plan, evaluate and supervise delivery of instructional programs and strategies.

Plan, organize and coordinate assigned activities in a manner conducive to full performance and high morale.

Plan, organize and execute effective oral presentations, supported by sophisticated multi-media programs for large audiences.

Plan, organize, coordinate, manage and expedite projects related to assignment.

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Prepare oral and written reports and recommendations.

Provide leadership, including program and curriculum development, in a multidisciplinary environment. Relate effectively to people of varied academic, cultural and socioeconomic background, using tact, diplomacy and courtesy.

Resolve conflicts and solve problems.

Serve as an effective management team member.

Train and provide supervision and work direction to others as assigned.

Understand and commit to working with culturally and ethnically diverse groups.

Understand, and effectively and collaboratively work in, a complicated multi-college environment, as well as within a system of community college districts.

Work collaboratively with administration, classified management, faculty, staff and students.

Work effectively in a fast-paced environment with numerous interruptions.

Work independently with little direction in a multi-project, fast-paced environment while meeting concurrent deadlines.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment:

Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation. An incumbent also travels to various locations to visit instructional sites, attend meetings and conduct work; and is 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.

Physical Demands:

The incumbent regularly sits for long periods, walks short distances on a regular basis, travels to various locations to visit instructional sites, attends meetings and conduct work; uses hands and fingers to operate an electronic keyboard or other office machines; reaches with hands and arms, speaks clearly and distinctly to answer telephones and to provide information; sees to read fine print and operate computer; hears and understands voices over telephone and in person; and lifts, carries, and/or moves objects weighing up to 10 pounds.

Finalized by Marlys Grodt and Associate November 23, 2016 Approved by the Board of Trustees,

South Orange County Community College District

ASSISTANT DEAN OF CAREER AND TECHNICAL EDUCATION, Saddleback College - JC #820, Academic Administrator, Integrated Academic and Classified Administrators/Classified Managers Salary Schedule Range 20

To support the Dean of Economic and Workforce Development and Business Science by providing overall supervision and administrative oversight for selected instructional programs and services focused on the delivery of career and technical education; assist in administering the district's Carl D. Perkins Career and Technical Education (CTE) Improvement Act grant and other grants as assigned; manage the use of funds and services; monitor programs for effectiveness; and ensure adherence to Federal and State of California regulations in the use of funds.

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 collaborative processes; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from other positions assigned as Assistant Dean in that 80% of this assignment is assigned to Career and Technical Education and the other 20% of the assignment is assigned to Workforce and Economic Development. Emphasis will be placed on the growth potential of occupational/vocational programs, apprenticeships, articulation agreements and dual enrollment with area high schools as well as establishing partnerships with businesses and industry and securing additional grants.

SUPERVISION RECEIVED AND EXERCISED

Receive general direction from the Dean of Economic and Workforce Development and Business Science or designee of the President.

Exercise functional and technical supervision over academic, professional, technical and classified staff as assigned.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

Career and Technical Education (80%):

- 1. Support CTE programs with program development in carrying out the College's mission, goals and objectives, performing duties in conformance with applicable rules, regulations, policies and procedures.
- 2. Monitor assigned programs, file reports, such as Gainful Employment, and ensure compliance with regulations of Federal and State agencies for the receipt and expenditure of funds.
- 3. Support liaisons between the College's CTE programs and local secondary partners to enhance career pathways.
- 4. Work collaboratively with department chairs and CTE faculty in the development and integration of industry partners' participation in internships, advisory councils and work-based learning experiences.
- 5. Assist the Dean in developing grants and external funding sources.

South Orange County Community College District Page 2 – Assistant Dean of Career and Technical Education

- 6. Participate in the hiring processes and selection of new permanent Classified and Classified Management employees and temporary professional staff in CTE and EWD programs in accordance with District policies and legal requirements and with consideration given to diversity in ethnicity, gender, clinical specialty, experience and regulatory and accreditation requirements.
- 7. Work with faculty to ensure that CTE master course outlines are current and consistent with state, college and external regulations to include TOP and SAM Code appropriateness.
- 8. Administer assigned CTE allocations and grant funding in support of the College's strategic plan; manage the Carl D. Perkins Career and Technical Education (CTE) Improvement Act grant activities and other State, Federal and/or private grants consistent with District policy and sound financial management principles.
- 9. Represent the college on district-wide committees related to the area assigned; participate in a variety of committee and staff meetings in support of CTE and economic development programs, both on and off campus.
- 10. Train, supervise and evaluate the performance of assigned probationary and permanent academic and classified staff in keeping with the policies of the Board of Trustees and administrative procedures; visit classroom/work sites and observe and evaluate methods and effectiveness.
- 11. Organize, attend or chair a variety of administrative and staff meetings related to planning, budget, curriculum, advisory committees and other activities; participate in collegial consultation, participatory governance and appropriate advisory committee meetings and provide in-service and workshops for employees.
- 12. Work collaboratively with department chairs and CTE faculty in the development and integration of industry partners' participation in internships, advisory councils and work-based learning experiences.
- 13. Assist the Dean with the preparation and maintenance of detailed and comprehensive reports, regarding instructional division personnel, facilities, and activities.
- 14. Promote and coordinate a variety of programs and services and arrange for the development of promotional materials and college publications.
- 15. Maintain current knowledge of instructional methods and new technologies pertinent to assigned division; monitor legislation, new State Education Code regulations and other State guidelines to determine instructional program impact.
- 16. Create a positive campus climate that fosters innovation in CTE curriculum development for instruction and services in assigned divisions; work with the community, businesses, industry and other educational institutions to promote assigned divisions of instruction; contribute to the development and implementation of a coordinated outreach, marketing and public relations process and plan for assigned CTE instructional programs and services.
- 17. Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- 18. Performs other related duties as assigned.

South Orange County Community College District Page 3 – Assistant Dean of Career and Technical Education

Economic and Workforce Development (20%)

- 19. Assist Dean of Economic and Workforce Development and Business Science in the administration of the Economic and Workforce Development (EWD) unit of the College, including personnel management, in accordance with laws, regulations, District policy and collective bargaining agreements.
- 20. Provide direct support for the Economic and Workforce Development unit with a college-wide focus; coordinate and manage the development of educational programs and services to support local economic development initiatives by collaborating with economic development agencies to develop business recruitment and expansion strategies; and assist faculty with developing and convening CTE advisory groups inclusive of regional and local groups.
- 21. Communicate and network with leaders in the private and public sector to promote Saddleback College, linking and aligning CTE instructional programs with local and regional employers; promote College educational programs through marketing and outreach to businesses.
- 22. Work collaboratively and develop partnerships/agreements with advisory boards, professional associations, K-12 and transfer institutions, businesses and industry; cultivate and promote positive and substantive relationships with local business and industry; and serve as a leader of/and advocate for the College within the business community.
- 23. Support instructional deans, faculty and staff in developing new curricula and in planning and implementing new CTE education and training programs; collaborate with instructional division in joint ventures to develop new workforce programs; and provide labor market data in support of new program proposals.
- 24. Work within the College to build collaborations with faculty and staff that will provide lasting and sustainable solutions to the workforce needs of the region, both for companies and individuals.
- 25. Perform other related duties as assigned.

QUALIFICATIONS

EDUCATION AND EXPERIENCE GUIDELINES

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

A master's degree from an accredited college or university reasonably related to the assignment. An earned doctorate from an accredited college or university is preferred.

Experience:

At least one year of administrative/supervisory experience, 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:

Proven ability to manage, evaluate and procure grants/contracts from local/State sources.

South Orange County Community College District

Page 4 – Assistant Dean of Career and Technical Education

Licenses and other Certification:

Valid California driver's license.

Knowledge of:

A community college system.

All divisions and departments of a community college district and their inter-relationships.

A thorough knowledge of the various student support services required to enhance instruction.

Applicable District policies and local, State and Federal laws, codes and regulations, including Title V and California Education code.

Basic data collection and analysis related to student learning outcomes, retention, and success.

California Community Colleges basic skills initiative.

Community relations and external resource development.

Computer systems and software applications related to assigned instructional division.

Curriculum development.

District safety policies and procedures.

Evidence of a working knowledge of local, regional and national CTE and economic and workforce development trends, legislation and agencies.

Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty and staff.

Evidence of understanding and experience with the principles of collegial consultation.

Interpersonal skills including tact, patience and diplomacy.

Management techniques that encourage creativity, improve efficiency and increase productivity.

Oral and written communication skills.

Organizational and management practices as applied to assigned division.

Participatory governance process and venue, fostering open communication among divisions, programs and services.

Principles and practices of budget preparation and management.

Principles and practices of training and supervision.

Principles and practices of program evaluation, student assessment, and organizational development.

Role and purpose of technological systems in providing online instruction, instructional support and student services.

Team-oriented leadership style.

Trends in assigned areas of education and related regulations.

Web page design, Blackboard and/or other course management systems, and other instructional and student services software.

Ability to:

Administer budgets, personnel and facilities.

Advocate for assigned division's programs and needs.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assess, manage, implement, use and apply technology in the management and delivery of assigned instructional, training or student services programs.

Assist in forecasting current and future needs and costs affecting assigned division.

Build successful partnerships with business, industry, the community and other educational institutions.

Collect, compile and analyze data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside the District.

Demonstrate commitment to academic and professional excellence.

South Orange County Community College District

Page 5 – Assistant Dean of Career and Technical Education

Demonstrate evidence of sensitivity, understanding and commitment to working with community college students of diverse academic, socioeconomic, cultural, physically challenged and ethnic backgrounds.

Demonstrate evidence of participation in activities with campus, business or community organizations, such as a member of a planning body or committee.

Demonstrate flexibility and adaptability.

Develop and implement technology-based solutions to curriculum and instructional issues.

Develop contract training programs for business and/or industry.

Develop markets and promotional strategies for courses, services and projects related to foundational skills that will promote enrollment growth, retention and student success.

Develop, prepare and administer project budgets.

Embrace and work effectively within a system of participatory governance.

Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation and quality services.

Establish and maintain effective, harmonious, and collaborative relationships with a diverse population of students, staff and community.

Exercise initiative and work independently.

Exercise judgment or choice among possible actions, sometimes without clear precedents and often with concern for the consequences of the action.

Interact effectively with diverse students, staff, faculty and administrators.

Interpret, analyze, apply and explain applicable local, State and Federal laws and regulations.

Interpret, apply and explain applicable District policies and procedures.

Lead, train, supervise, provide work direction and evaluate others as assigned.

Learn District and College organization, operations and objectives.

Manage and assess technology needs and implementation in an instructional or training environment.

Manage complex budgets, including grants.

Operate computer/applications software, including database management, spreadsheet, word processing and software related to assigned instructional division.

Operate modern office equipment, such as computer, printer, calculator, copier and facsimile machine.

Perform with tact, patience and sensitivity.

Plan and organize work.

Plan, evaluate and supervise delivery of instructional programs and strategies.

Plan, organize, coordinate, manage and expedite assigned projects and activities related to assignment in a manner conducive to full performance and high morale.

Prepare oral and written reports and recommendations.

Provide leadership, including program and curriculum development, in a multidisciplinary environment.

Provide leadership, training, and support for faculty who wish to explore innovative approaches to student learning using instructional technology.

Read, interpret, and explain laws, rules and regulations, and develop and implement personnel policies and procedures.

Relate effectively to people of varied academic, cultural and socioeconomic background, using tact, diplomacy and courtesy.

Represent the college at the community, State and national levels.

Resolve conflicts and solve problems.

Serve as an effective management team member.

Understand and commit to working with culturally and ethnically diverse groups.

Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.

Use independent judgment in the interpretation and application of rules, regulations, policies and procedures.

December 12, 2016

South Orange County Community College District Page 6 – Assistant Dean of Career and Technical Education

Work collaboratively with administration, classified management, faculty, staff and students. Work effectively in a fast-paced environment with numerous interruptions.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment:

Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation. An incumbent also visits instructional sites and is 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.

Physical Demands:

The incumbent regularly sits for long periods, walks short distances on a regular basis, travels to various locations to visit instructional sites, attends meetings and conducts work; uses hands and fingers to operate an electronic keyboard or other office machines; reaches with hands and arms, speaks clearly and distinctly to answer telephones and to provide information; sees to read fine print and operate computer; hears and understands voices over telephone and in person; and lifts, carries, and/or moves objects weighing up to 10 pounds.

Finalized by Marlys Grodt and Associate November 21, 2016 Approved by the Board of Trustees,

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.9 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Classified Personnel Actions – Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the classified personnel actions as shown in Exhibit A, and Exhibit B.

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. HANCOCK, ANA is to be employed as Administrative Assistant, Pos. #4354, Division of Mathematics, Sciences and Engineering, Saddleback College, Classified Bargaining Unit Salary Schedule Range 121, Step 1, 29 hours per week, 12 months per year, effective December 5, 2016. This is a replacement for Susan Cook.
 - b. HARGRAVES, CHRISTOPHER is to be employed as Director of Student Life, Pos. #4561, Office of Student Development, Saddleback College, Classified Bargaining Unit Salary Schedule Range 14, Step 1, 40 hours per week, 12 months per year, effective November 21, 2016. This is a replacement for Audra DiPadova.
 - c. HILL, ELENA is to be employed as Accounting Specialist, Pos. #9567, Office of College Grants and Contracts, Saddleback College, Classified Bargaining Unit Salary Schedule Range 127, Step 1, 40 hours per week, 12 months per year, effective December 5, 2016. This is position was approved by the Board of Trustees on July 18, 2016.
 - d. KANTORSKI, PATRICK is to be employed as Laboratory Technician, Life and Physical Sciences, Pos. #8127, School of Life and Physical Sciences, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 122, Step 1, 25 hours per week, 12 months per year, effective November 21, 2016. This position was approved by the Board of Trustees on April 25, 2016.
 - e. MAKHAMBETOVA, VENERA is to be employed as Administrative Assistant, Specially Funded, Pos. #7480, School of Admissions, Records and Enrollment Services, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 121, Step 1, 40 hours per week, 12 months per year, effective November 28, 2016. This position was approved by the Board of Trustees on January 25, 2016, with employment contingent upon funding by the Student Success and Support Service Program.
 - f. OJEDA, NATHAN is to be employed as Accounting Assistant, Pos. #8927, Bursars, Office of the Vice President of College Administrative Services, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 118, Step 1, 25 hours per week, 12 months per year, effective November 14, 2016. This position was approved by the Board of Trustees on April 25, 2016.
 - g. RAGOTSKIE, SCOTT is to be employed as Senior Laboratory Technician, Music, Pos. #7483, Division of Fine Arts and Media Technology, Saddleback College, Classified Bargaining Unit Salary Schedule Range 130, Step 1, 25 hours per week, 12 months per year, effective December 1, 2016. This position was approved by the Board of Trustees on January 25, 2016.

A. <u>NEW PERSONNEL APPOINTMENTS</u> - 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>	Classification	Hourly	Start Date
		Rate (\$)	
¹ Caldwell, Jessica	Outreach Assistant/SC	20.66	11/01/16-06/30/17
Carbajal Solis, Samara	Custodian/SC	18.71	10/31/16-06/30/17
Dao, Ngan	Office Assistant/SC	18.71	10/18/16-06/30/17
² Flores, Ruby	Applications Specialist II/SC	34.70	09/28/16-06/30/17
Nahavandi, Kamron	Human Resources Assistant/DS	22.80	11/21/16-06/30/17
Patella, Muzikababa	Computer/Audiovisual Tech/IVC	25.80	11/15/16-06/30/17
Smith, Susan	Financial Aid Specialist/SC	25.17	09/26/26-06/30/17
Wagner, Richard	Computer/Audiovisual Tech/IVC	25.80	11/14/16-06/30/17

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)

		Hourly	
<u>Name</u>	<u>Position</u>	Rate (\$)	Start/End Date
Araujo Rodriguez, Sanjuana	Outreach Aide/SC	12.50	10/31/16-06/30/17
Argo, Amy	Project Specialist/IVC	14.00	10/24/16-06/30/17
Artemov, Tatyana	Project Specialist/SC	20.00	10/01/16-06/30/17
Black, Kari	Project Specialist/IVC	14.00	10/17/16-06/30/17
Brown, Timi	Coaching Aide/IVC	25.00	01/17/17-06/30/17
Caldwell, Jessica	Project Specialist/SC	16.00	11/01/16-06/30/17
Gorbachov, Ievgenni	Project Specialist/IVC	15.00	10/31/16-06/30/17
Johnson, Brenda	Clerk/SC	14.00	10/24/16-06/30/17
Keasberry-Vnuk, Jessica	TMD Aide/IVC	10.50	11/07/16-06/30/17
Matar, Mohammed	Clerk/SC	14.00	11/04/16-06/30/17
Mueller, Larry	Project Specialist/SC	45.00	11/01/16-06/30/17
Perez, Megan	Project Specialist/SC	10.50	10/01/16-06/30/17
Prado, Fabian	Project Specialist/SC	14.00	10/13/16-06/30/17
Razo, Jorge	Project Specialist/SC	50.00	11/02/16-06/30/17
Ross, Sarah	Child Dev. Center Aide/SC	10.50	11/08/16-06/30/17

4. The following individuals are to be employed as **Student Help** (**Temporary**), Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2016/2017** academic year.

<u>Name</u>	Start/End Date
Ahmadi, Asghar	10/12/16-06/30/17
Farahbod, Nahid	10/01/16-06/30/17
Galvez, Sammari	10/20/16-06/30/17

¹ Related to Jeanne Harris-Caldwell, Director of Student Health Center, Saddleback College.

² Related to Elizabeth Weiss, Part-time Faculty, Saddleback College.

A. NEW PERSONNEL APPOINTMENTS - Continued

4. The following individuals are to be employed as **Student Help** (**Temporary**), Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2016/2017** academic year.

<u>Name</u>	Start/End Date
Hancock, Emma	10/12/16-06/30/17
Hateley, John	10/24/16-06/30/17
Jamasebnejad, Niloofar	10/24/16-06/30/17
Medina, Nisha	10/17/16-06/30/17
Romer, Dustin	10/21/16-06/30/17
Salgado Hernandez, Brian	10/21/16-06/30/17
Veneracion, Hana	10/24/16-06/30/17

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2016/2017** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

		Not to	
<u>Name</u>	<u>Position</u>	Exceed (\$)	Start/End Date
Cousineau, Mary	Clinical Skills Specialist/SC	30.00	01/10/17-06/30/17
Goodley, Mark	Workforce Trainer/IVC	72.00	10/31/16-06/30/17
Han, DoHee	Tutor/IVC	12.50	11/01/16-06/30/17
Lin, Eric	Tutor/SC	12.00	10/24/16-06/30/17
Mostaghni, Navid	Tutor/IVC	12.50	10/24/16-06/30/17
Orozco Pacheco, Reina	Tutor/SC	15.00	10/15/16-06/30/17
Stickel, Karl	Workforce Trainer/IVC	72.00	10/31/16-06/30/17

B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

- 1. ³DIRECTOR OF NONCREDIT, ADULT AND COMMUNITY EDUCATION, CATEGORICAL a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 14, School of Online and Extended Education, Irvine Valley College seeks authorization to establish and announce a full-time, 40 hours per week, 12 months per year position to its staff complement, effective August 22, 2016. Employment in this position is contingent upon funding by the Adult Education Block Grant; Irvine Valley College Community Education; Irvine Valley College Testing Center; and Irvine Valley College Testing Center Capital Accumulation Funds.
- 2. EXECUTIVE DIRECTOR OF PUBLIC PRIVATE PARTNERSHIP DEVELOPMENT a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 23, Office of the Chancellor, 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 December 13, 2016. (Exhibit B, Attachment 3)

³ This position was originally presented and approved by the Board of Trustees on August 22, 2016. Adding categorical funding resources, which were not noted in the original board item.

C. <u>RECLASSIFICATION</u>

- 1. SADDLEBACK COLLEGE seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - a. **ELIMINATE** ACCOUNTING OFFICER, Pos. #4250, College Administrative Services, Classified Bargaining Unit Salary Schedule Range 135, 40 hours per week, 12 months per year; and **CREATE** ACCOUNTING ANALYST, College Administrative Services, Classified Bargaining Unit Salary Schedule Range 138, 40 hours per week, 12 months per year, effective January 1, 2017. (Pos. #4250 was approved by the Board of Trustees on March 25, 2010) (Exhibit B, Attachment 1)
 - i. **PROMOTE** KEVIN DALLA BETTA, ID #016967, Accounting Officer, Pos. #4250, College Administrative Services, Classified Bargaining Unit Salary Schedule Range 135, Step 6, at \$6,931.00 per month, 40 hours per week, 12 months per year; to Accounting Analyst, College Administrative Services, Classified Bargaining Unit Salary Schedule Range 138, Step 6, at \$7,464.00 per month, 40 hours per week, 12 months per year, effective January 1, 2017. (Reclassification cost variance in salary: \$533.00 per month)
 - b. **ELIMINATE** LIBRARY TECHNICIAN, Pos. #1390, Library Services, Division of Online Education and Learning Resources, Classified Bargaining Unit Salary Schedule Range 125, 40 hours per week, 12 months per year; and **CREATE** LEARNING ASSISTANCE SPECIALIST Library Services, Division of Online Education and Learning Resources, Classified Bargaining Unit Salary Schedule Range 134, 40 hours per week, 12 months per year, effective December 13, 2016. (Pos. #1390 is vacant and was approved by the Board of Trustees on February 11, 1985. Reclassification cost variance in salary based from respective pay range at step 1: \$1,054.00 per month) (Exhibit B, Attachment 4)
- 2. DISTRICT SERVICES seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - a. **ELIMINATE** ASSISTANT DIRECTOR OF FISCAL SERVICES, ACCOUNTING AND BUDGET, Pos. #4537, Office of Fiscal Services, a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 16, 40 hours per week, 12 months per year; and **CREATE** ASSISTANT DIRECTOR OF FISCAL SERVICES, Office of Fiscal Services, a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 18, 40 hours per week, 12 months per year, effective December 1, 2016. (Pos. #4537 was approved by the Board of Trustees on May 21, 2012) (Exhibit B, Attachment 2)
- i. **PROMOTE** BRENDA MATHIAS, ID #020250, Assistant Director of Fiscal Services, Accounting and Budget, Pos. #4537, Office of Fiscal Services, a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 16, Step 8, at \$12,268.00 per month, 40 hours per week, 12 months per year; to Assistant Director of Fiscal Services, a classified manager, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 18, Step 8, at \$13,525.00 per month, 40 hours per week, 12 months per year, effective December 1, 2016. (Reclassification cost variance in salary: \$1,257.00 per month)

D. <u>REORGANIZATION</u>

- 1. SADDLEBACK COLLEGE seeks authorization to change the reporting structure for the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - a. SENIOR ADMINISTRATIVE ASSISTANT Pos. #7489, Classified Bargaining Unit Salary Schedule Range 127, 40 hours per week, 12 months per year, change from reporting to the Vice President of Instruction, Office of Instruction, to begin reporting to the Assistant Vice President of Institutional Effectiveness effective August 1, 2016. (Pos. #7489 was approved by the Board of Trustees on January 25, 2016 and is appointed to Patricia Nutting, ID #018034)

E. CHANGE OF STATUS

- 1. <u>CLASSIFIED EMPLOYMENT</u> (Information Items Pursuant to Board Policy 4002.1)
 - a. SAUTER, BROOKE, ID #012146, Senior Administrative Assistant, Pos. #4867, Classified Bargaining Unit Salary Schedule Range 127, Step 6, 40 hours per week, 12 months per year, Division of Transfer, Career and Special Programs, Saddleback College, is to be employed as Program Outreach Specialist (SEP), Specially Funded, Pos. #7477, Classified Bargaining Unit Salary Schedule Range 131, Step 5, 40 hours per week, 12 months per year, Veterans, Division of Transfer, Career and Special Programs and Services, Saddleback College, effective November 14, 2016. This position was approved by the Board of Trustees on January 25, 2016, with employment contingent upon funding by the Student Equity Program.

F. OUT OF CLASS ASSIGNMENTS

1. 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).

		Range/		<u>Effective</u>
<u>Name</u>	Temporary Assignment	<u>Step</u>	Hours	<u>Date</u>
Anselmo, Leilani	Human Resources Compliance Specialist	$1\overline{27/1}$	40	11/21/16

2. 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).

		Range/		Effective
<u>Name</u>	Temporary Assignment	Step	Hours	<u>Date</u>
Belardes, Yvonne	Admissions & Records Specialist I	116/6	29	11/01/16
Guajardo, Zachary	Administrative Assistant	121/3	40	10/17/16
James, Michael	Acting Sr. Director, College Facilities	21/3	40	10/01/16
Mastrangelo, Dennis	Irrigation System Specialist	129/1	40	10/17/16
Maynard, Emily	Temporary Program Technician	122/3	29	08/26/16
Pasqualetto, Matthew	Program Outreach Specialist	131/1	40	11/01/16
Tracey, Claire	Financial Aid Specialist	125/3	25	11/28/16

F. OUT OF CLASS ASSIGNMENTS - Continued

3. IRVINE VALLEY COLLEGE returned the following permanent Classified Bargaining Unit employee/s from a temporary, out of class assignment, back to their permanent assignment (Information Items - in accordance with Article 8.7.2 of the C.S.E.A Contract).

		Range/		Effective
<u>Name</u>	Permanent Assignment	Step	Hours	<u>Date</u>
Burnett, Richard	Utility Custodian	119/6	40	11/08/16
Mosqueda, Richard	Custodian	113/5	40	11/08/16

G. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

- 1. FRIEND, CHRISTINE, ID #019691, Program Technician, Categorical, Pos. #P0004804, School of Advanced Technology and Education Park, Irvine Valley College, conclusion of employment effective December 22, 2016, in accordance with California Education Code sections 88117 and 88127, and Article 17 of the C.S.E.A. contract. Payment is authorized for any compensated time off. (Start date: January 13, 2014)
- 2. LONG, ERIN, ID #010875, Senior Administrative Assistant, Pos. #3365, Office of Student Development, Saddleback College, resignation effective December 22, 2016. Payment is authorized for any compensation time off. (Start date: July 1, 2005)
- 3. MARTINEZ, MELISSA, ID #021981, Director of Annual Giving and Development, Pos. #P0007077, Office of College Foundation, Irvine Valley College, resignation effective November 15, 2016. Payment is authorized for any compensated time off. (Start date: April 18, 2016)
- 4. SCHIERMEYER, DAVID, ID #019339, Construction Manager, Pos. #P0004686, Office of Facilities, Planning and Purchasing, District Services, resignation effective December 30, 2016. Payment is authorized for any compensated time off. (Start date: April 8, 2013)

H. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2016/2017 academic years.

Community Ed, Emeritus, & K-12 Partnerships, Saddleback College

Dochterman, Tristan Guillen, Alejandra Kinder, Ashley

Persinger, Rachael

Fine Arts, Irvine Valley College

Hernandez, Alona Journeay, Jessica

Fine Arts and Media Technology, Saddleback College

Landowski, Natalie Miller, Diane Osako, Malia Osako, Sherrie Spector, Hannah Spector, Kymberly

Kinesiology, Health, and Athletics, Irvine Valley College

Newkirk, Jose Smith, Benjamin

ATTACHMENT 1

South Orange County Community College District

ACCOUNTING ANALYST - ID #818, Classified Bargaining Unit Salary Schedule Range 138

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under direction from higher level supervisory or management staff, performs complex professional-level accounting duties in the preparation, maintenance, and review of financial records, accounts, and reports; interprets accounting policies and procedures to ensure accuracy and compliance; develops financial documentation for decision makers; analyzes and interprets accounting reports; creates, analyzes, and reports on a wide variety of complex data; provides technical expertise and support College-wide related to the financial system; may have functional or technical supervisory responsibility over clerical and technical employees; provides assistance in monitoring and resolving budget problems; and performs a variety of duties in support of the management of College wide administrative services.

DISTINGUISHING CHARACTERISTICS

Positions in this classification are distinguished from the Accounting Specialist series by the required specialized subject matter expertise in the most complex accounting functions and the ability to perform financial planning, analysis, and forecasting. This classification serves as a college wide resource, applying extensive knowledge of the capabilities, operation, enhancements, and limitations of automated accounting systems. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility, work with a high degree of independence, and provide significant staff support to management.

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.

- Perform professional level accounting and auditing work in the preparation, maintenance, and analysis of complex financial records, accounts, and reports; audit accounts as necessary to ensure proper internal controls; monitor, reconcile, and balance assigned accounts, budgets, and bank statements.
- 2. Interpret and ensure assigned functions are in compliance with applicable rules, regulations, policies, and procedures.
- 3. Prepare and process various documents involved in financial transactions including invoices, requisitions, and purchase orders.
- 4. Review financial documents to ensure accuracy, completeness, and compliance with applicable regulations, requirements, and established procedures.
- 5. Review financial reports and computer print-outs to ensure accuracy and completeness; make corrections and adjustments as necessary.
- 6. Review and reconcile fund balances; compile data and assist in the preparation of regular and special reports; perform related duties as assigned.

South Orange County Community College District Page 2 – Accounting Analyst

- 7. Provide administrative support to assigned supervisor.
- 8. Maintain content of College fiscal office web page.
- 9. Assist in the preparation and monitoring of operating budgets as assigned; prepare and review budget and account transfers; assist in the annual financial audit.
- 10. Provide information to District/College management and staff regarding various records, budgets, accounts, and programs; answer questions and resolve problems related to assigned program or accounting function.
- 11. Provide College-wide support related to the financial system; provide assistance to users; participate in all phases of implementation and testing.
- 12. Provide technical assistance to college administrators and staff in developing the budget, accounting documents, and reports in the business system; recommend and assist in development of policies and procedures.
- 13. Assist assigned supervisor in the coordination of workflow and in resolving and troubleshooting problems; may act as lead in the absence of assigned supervisor.
- 14. Coordinate budgetary control systems to monitor expenditures, revenues, and program performance on an ongoing basis.
- 15. Provide assistance and training to staff in utilizing accounting software applications to properly submit requisitions, prepare budget transfers, prepare reports, monitor invoice payments, and use the District Chart of Accounts.
- 16. Assist in the implementation of goals and objectives; assist in the development of policies and procedures; assist with new and revised budget procedures, operations, and programs; ensure compliance with federal and state regulations and interpretations.
- 17. Prepare a variety of complex spreadsheets, invoices, and payroll documents.
- 18. Code and enter information into the computer; verify and correct input; provide fiscal and operating reports, records, and documents for budgetary preparation and control management.
- 19. Develop and maintain College fiscal office guide for use by all College personnel.
- 20. Coordinate communication and accounting activities with other College/District department management and staff, governmental and private agencies, and vendors.
- 21. Provide training and information to College management and staff regarding various records, budgets, reports, accounts, and programs; answer questions, and resolve problems related to assigned program or accounting function.
- 22. Perform related duties as required.

South Orange County Community College District

Page 3 – Accounting Analyst

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:

Modern principles and practices of general and government accounting and auditing.

Accounting theory and auditing principles, practices and procedures.

Principles and procedures of complex data management and reporting.

Principles and practices of fiscal, statistical, and administrative research and report preparation.

Principles and practices of budget preparation and administration.

Advanced principles, procedures and techniques of budget analysis and development.

Principles and practices of financial record keeping.

Operation of specialized computerized accounting systems and software in a large, complex organization.

Capabilities and limitations of automated accounting systems.

Needs assessment skills and problem-solving techniques used in identifying and developing computer system enhancements.

Applicable sections of State Education Code and other laws.

Mathematical principles.

Principles of lead supervision and training.

Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

Oral and written communication skills.

Ability to:

Perform technical and complex accounting and auditing work in the preparation, maintenance, and review of College/District or campus financial records, accounts, and reports.

Audit, review, analyze, and reconcile accounting and budget fiscal reports.

Maintain complex financial records.

Use and apply specialized knowledge of automated accounting systems and processes to assess accounting system needs.

Analyze system capabilities and confer with appropriate staff regarding system enhancements; test and evaluate results and new features.

Interpret, apply, and explain rules, regulations, policies, and procedures.

Ensure compliance with applicable rules, regulations, policies, and procedures.

Provide technical training, expertise, and assistance to College administrators, managers, and staff.

Operate a variety of office equipment and machines such as computer terminal, copier and calculator.

Adapt to changing technologies and learn functionality of new equipment and systems.

Make arithmetic calculations quickly and accurately.

Analyze situations accurately and adopt an effective course of action.

Understand the organization and operation of the assigned program area as necessary to assume assigned responsibilities.

Understand, interpret, and apply administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances.

Plan and organize work to meet schedules and changing deadlines.

Work independently with little direction.

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.

South Orange County Community College District Page 4 – Accounting Analyst

Ability to:

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

<u>EDUCATION AND EXPERIENCE GUIDELINES</u> - 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:

Bachelor's degree from an accredited college or university with major course work in finance, accounting, business administration or a closely related field.

Experience:

Five years of increasingly responsible accounting experience that involves the use of complex computerized accounting systems. Additional training as demonstrated through a professional designation may substitute for some experience.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:

Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in person and on the telephone with academic and classified staff and others. At least minimal environmental controls are in place to assure health and comfort.

Physical:

Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information. <u>Vision</u>: See in the normal visual range with or without correction. <u>Hearing</u>: Hear in the normal audio range with or without correction.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Forsberg Consulting Services, September, 2016 Approved by the Board of Trustees,

ATTACHMENT 2

South Orange County Community College District

ASSISTANT DIRECTOR OF FISCAL SERVICES – JC #, Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 18

DEFINITION

To lead, plan, develop, organize, coordinate, manage, control and evaluate the functions, program, services and activities for all District-wide Accounting and Budget functions of District Fiscal Services, including Budget, Student Accounts Receivable System, Accounts Payable, Accounts Receivable; and Associated Student Government (ASG), Financial Aid, Community Education, Foundation, District Depository (student fees and student refunds), Clearing, General Fund and Project Accounting; ensure that programs are operating within the appropriate fiscal parameters and remain in compliance with District, local, State and/or federal requirements; and develop and/or maintain business process design in financial accounting systems for cash management, accounts payable, accounts receivable, banking, expenses, grants, and budgeting.

To prepare and submit accurate financial reports, including the annual financial audit and adopted budget, as required, according to established timelines; coordinate assigned activities at the District and college levels; and provide highly complex staff assistance to the Executive Director of Fiscal Services; serve as initial primary reviewer of accounting information provided by the colleges; primarily responsible for budgeting and managing of the fund accounting and revenue reconciliation functions of the District's accounting and budget departments. To foster a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the District; lead by example; actively participate in and support District-wide participatory governance components and activities and other collaborative processes; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Executive Director of Fiscal Services or designee of the Chancellor. Exercises direct supervision over technical and clerical accounting staff.

EXAMPLES OF DUTIES - Duties may include, but are not limited to the following:

- 1. Plan, develop, organize, coordinate, manage and evaluate the accounting and budgeting programs, services, operations and activities of the District, including the Students Accounts Receivable System, cash handling and supervision of cash vault, budget, accounts receivable, accounts payable including capital construction retentions; and ASG, financial aid, community education, foundation, district depository (student fees and student refunds) clearing, general fund and project accounting; supervise the day-to-day activities of the technical and accounting staff engaged in the complex fund accounting and revenue reconciliation, as well as bookkeeping, clerical and support staff assigned to District accounting department.
- 2. Act on behalf of the Executive Director of Fiscal Services during absences.
- 3. Assist the Executive Director of Fiscal Services in forecasting short-range and long-range District revenues, appropriations, and expenditures; assist in preparing multi-year financial projections, cash flow and financial analysis for the Chancellor, Vice Chancellor of Business Services, the Board of Trustees, District management, and other interested parties; develops and recommends budget, cost control, and related financial strategies, policies, procedures, and prepares and reviews budget revisions and transfers; coordinate, direct and approve the calculation, posting, auditing and adjustment of journal entries, reviews account code structure for accuracy and compliance with the California Budget and Accounting Manual, maintain the District account structure and may provide training on public sector budget processes and District accounting and budget related processes.

South Orange County Community College District Page 2 – Assistant Director of Fiscal Services

- 4. Provide technical expertise to and develop recommendations for the Executive Director of Fiscal Services in the formulation of District policies, procedures and administrative regulations.
- 5. Provide leadership to identify technology needs and requirements as they relate to accounting functions of the District; determine major project requirements, such as technology used to gather/maintain accounting information, and coordination with deployment dates of the software.
- 6. Translate administrative accounting needs to ensure features/services of new software are compatible with Generally Accepted Accounting Principles (GAAP) requirements and internal control best practices; promote new accounting systems and services to the college communities; interface with user groups to determine and develop solutions to process/system issues; act as a user advocate; and propose and promote new projects to meet identified needs.
- 7. Direct and coordinate the accounting business needs through the financial system; propose and review accounting interfaces with external and internal systems; diagnose and eliminate bottlenecks or potential service vulnerabilities; lead efforts to document and disseminate accounting system technologies with all constituent groups; and ensure staff support and responsiveness to end user questions.
- 8. Communicate and provide technical expertise, direction, guidance and advice to others regarding areas of assignment, such as automated reconciliation, payment processing, grants processing, and budgeting; coordinate
- 9. Formulate administrative procedures related to financial management to ensure legal and contractual liability to the District; and interpret federal and State laws, mandates, government codes, education codes, and public contract codes.
- 10. Ensure that all accounting and budgeting operations and activities of the District are performed according to Title 5, Section 59011 of the California Code of Regulations and adhere to applicable laws, regulations, requirements of federal and State agencies, District and professional standards and pending legislature related to District accounting functions; ensure the timely and accurate processing of payments and depositing of receipts; and ensure the timely and accurate maintenance of all budget and accounting records for the District, both colleges and their ancillary organizations, including ASG and Foundation.
- 11. Design and evaluate internal control procedures to safeguard assets, ensuring financial reporting in accordance with Generally Accepted Accounting Principles (GAAP), and ensuring all transactions are authorized.
- 12. Administer the District budget by preparing preliminary, tentative and final District-wide budget documents, monitoring and analyzing District and college/site/department prepared budgets for all District funds, reviewing and reconciling account activity and preparing summary reports.
- 13. Maintain and manage office document retention in accordance with State and federal Law.
- 14. Ensure the timely and accurate preparation and maintenance of accounting records and payments to vendors, consistency between all accounting systems; and correct use of all GAAP.
- 15. Assist the Executive Director of Fiscal Services with planning, developing, recommending and implementing accounting policies and controls; develop, implement and maintain appropriate methods and procedures to optimize efficient and effective delivery of services related to assigned functions; monitor and evaluate operations and activities, and take corrective actions as necessary.

South Orange County Community College District Page 3 – Assistant Director of Fiscal Services

- 16. Serve on committees, task forces and other work groups as needed; provide technical expertise and guidance regarding areas of responsibility; research, analyze and resolve problems; find solutions and improve operations while keeping an open mind and complying with legal requirements and established procedures.
- 17. Assist District and college management and staff in developing, preparing, maintaining and reporting accounting and budget records; and manage the year-end closing process and compilation of fiscal year financial statements.
- 18. Communicate with other fiscal services personnel, District and college administrators and support personnel, representatives of State and federal agencies, educational institutions, Orange County Department of Education (OCDE), social service organizations, counselors and others to coordinate programs and activities.
- 19. Manage reimbursement claims for State capital outlay projects, scheduled maintenance programs and mandated cost programs.
- 20. Manage, monitor, review and evaluate the status of various ongoing projects and identify and report weakness to maintain appropriate financial integrity of the District.
- 21. Interpret, understand, apply and explain local, County, State and federal government laws and accounting and budgeting practices and ensure legal compliance; inform, guide and monitor District and college staff, and vendors regarding legal compliance, timeliness, and accuracy related to requisitions, policies, claims and other activities and transactions; provide technical accounting and financial advice to District staff, site managers and others involved in the District-wide budget development process and in the preparation of related budget and fiscal summaries and activity documentation documents.
- 22. Audit the accuracy of enrollment, budget, revenue, expenditure and related financial reports, and prepares claims, invoices, and other related reports; develop and implement methods for gathering financial data, and ensure the timely and accurate preparation and submittal of a variety of factual, statistical, and narrative data, reports, proposals, summaries and analysis, recommendations and other materials as needed or requested, including budget reports and annual recap data; coordinate and respond to periodic audits; coordinate the compilation of data for periodic and special reports and may coordinate the gathering of information for internal, federal, and/or State audit purposes.
- 23. Train, guide, supervise, support and evaluate the performance of assigned personnel; delegate and review assignments and projects; evaluate work products and results; establish and monitor timelines and prioritize work; interview, select and recommend hiring of employees; recommend transfers, reassignment, termination and disciplinary action; motivate staff and resolve conflicts within the group.
- 24. Prepare, administer and monitor annual budgets for area of assignment; prepare recommendations and justifications regarding budget requests; and authorize expenditures according to District policies and applicable regulations.
- 25. Maintain current knowledge of changes, concepts, methods, requirements, regulations and policies for assigned programs, including computer programs and software enhancements.

South Orange County Community College District Page 4 – Assistant Director of Fiscal Services

- 26. Make oral presentations at various gatherings; conduct workshops to provide specialized information regarding accounting and budgeting; assure the development and dissemination of information related to new or revised automated systems, requirements or regulations affecting assigned areas of fiscal operations and services; coordinate and assist Information Technology personnel with the development and implementation of new or improved software for fiscal services; and provide analysis of accounting structural needs.
- 27. Make oral presentations at various gatherings; conduct workshops to provide specialized information regarding accounting and budgeting; assure the development and dissemination of information related to new or revised automated systems, requirements or regulations affecting assigned areas of fiscal operations and services; and coordinate and assist Information Technology personnel with the development and implementation of new or improved software for fiscal services.
- 28. Perform specialized duties related to the District's automated accounting system; assess needs and analyze system capabilities; confer with computer programmers and other technical staff regarding system enhancements; test and evaluate results and new features; and provide analysis of accounting structural needs.
- 29. 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 finance, accounting, business administration or a closely related field. A CPA and/or CMA are desirable.

Experience:

At least five years of increasingly responsible experience in professional accounting, including three years in a lead or supervisory capacity in a medium to large complex business/public agency environment.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Knowledge of:

Applicable District policies and local, State and federal laws, codes and regulations, including laws regulating public finance, payment of obligations and fiscal operations for public institutions.

Automated system capabilities and limitations, including personal computers and methods applicable to a wide variety of accounting, budget, and auditing tasks.

District and college organization, operations and objectives.

Interpersonal skills including tact, patience and diplomacy.

Modern office practices, procedures, methods, and equipment.

Modern principles and practices of general and government accounting and auditing.

Oral and written communication skills.

Principles and practices of training, supervision and performance evaluation.

Principles, procedures and techniques of budget analysis and development.

Program analysis and revenue forecasting.

Sources of revenue to fund governmental services.

South Orange County Community College District

Page 5 – Assistant Director of Fiscal Services

Knowledge of:

Theory and practice of generally accepted accounting principles, program budgeting, and accounting, budgetary control and financial reporting.

Ability to:

Analyze and interpret financial and accounting records.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Collect, compile and analyze data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.

Design and install new and improved accounting and record keeping systems.

Develop, implement and manage methods and procedures for areas of assignment.

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.

Evaluate accounting and budget procedures for efficiencies, customer service, and improvements to business practices.

Interpret, apply and explain applicable District policies and procedures.

Interpret, apply and explain applicable local, State and federal laws, codes and regulations.

Learn the District organization, operations and policies.

Monitor and critically review a variety of accounting documents.

Operate computer and applications software, including database management, spreadsheet, word processing and software related to area of assignment.

Operate modern office equipment such as computer, printer, calculator, copier and facsimile machine.

Organize, direct and implement a comprehensive accounting function.

Participate in developing, consolidating and administering the District's annual comprehensive budget.

Participate in forecasting current and future revenues and expenditures affecting the District's financial condition, including receipts and disbursements and accruals and deferrals.

Plan and organize work.

Prepare and administer budgets for assigned program areas.

Prepare complex and comprehensive financial data, cost analysis studies, summaries, statements, clear and concise reports, policy/position papers, letters, and analyses.

Prepare oral and written reports and recommendations.

Relate effectively to people of varied academic, cultural and socioeconomic background using tact, diplomacy and courtesy.

Select, train, lead, direct, supervise and evaluate the performance of assigned personnel.

Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.

Work independently with minimum direction.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Exhibit B Page 10 of 20

South Orange County Community College District Page 6 – Assistant Director of Fiscal Services

Work Environment:

Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer terminal. Incumbents are subject to contact with administrators and other personnel, frequent interruptions, noise from talking or office equipment and demanding legal timelines. At least minimal environmental controls to assure health and comfort.

Physical Demands:

Incumbents regularly sit for long periods of time, walk short distances on a regular basis, travel to various locations to attend meetings and conduct work, use hands and fingers to operate an 'electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voices over telephone and in person; and lift, carry, and/or move objects weighing up to 10 pounds.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Marlys Grodt and Associates December 6, 2016 Approved by the Board of Trustees,

ATTACHMENT 3

South Orange County Community College District

EXECUTIVE DIRECTOR OF PUBLIC PRIVATE PARTNERSHIP DEVELOPMENT – JC #,

Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 23

DEFINITION

To provide leadership and executive direction for the economic and physical development of the Advanced Technology & Education Park (ATEP) site, along with the identification, development and on-going management of public private partnerships on the site and other District and college public private partnership development efforts; conduct initial negotiations with education institutions, agencies, commercial and businesses users to effect ground leases and other agreements and further advance the establishment of this education-centered development and operation; monitor and maintain absolute adherence to established documents for property use pursuant to the Development Agreement with the City of Tustin, the Tustin Legacy Specific Plan and other District planning documents; and ensure consistency with District and college mission, goals and strategic plan.

To work directly with the Chancellor, Vice Chancellor of Business Services, College Presidents and ATEP development team to seek, identify and initially screen prospective public private partnerships with education, commercial and private entities interested in locating facilities on the ATEP campus and/or providing specified educational support to the colleges; coordinate such potential partnerships through the Chancellor and Vice Chancellor of Business Services, in collaboration with college presidents and, as directed, with college vice presidents, deans and/or faculty and support staff; guide and direct prospective partners through the approved District review and approval process as established in the ATEP Leasing Process Flow Chart and Outline as appropriate.

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

Under the leadership and direction of the Chancellor, the SOCCCD Advanced Technology & Education Park (ATEP), located on a 62-acre site that is formerly part of the Tustin Marine Corps Air Station, was conceived as a home for innovative technology and educational training programs and services for students. ATEP will conduct its educational programs and services as an extension of the two District colleges, Saddleback College and Irvine Valley College. The Executive Director of Public Private Partnership Development, with District Services and college staff, will assist in the development of the ATEP overall site and will provide complex coordination of the identification, communication and negotiation process with prospective public private partners for the ATEP site. Secondarily, the Executive Director may identify public private partnerships for the colleges to consider for the Saddleback and Irvine Valley campuses. The two District colleges will operate their educational campuses, as assigned, including ATEP. This is a unique undertaking that has required approval by the SOCCCD Board of Trustees and a special waiver of certain Education Code requirements by the California Community College Board of Governors.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Chancellor and Vice Chancellor of Business Services and/or Chancellor's designee.

Exercises direction and supervision to staff as assigned.

South Orange County Community College District Page 2 – Executive Director of Public Private Partnership Development

EXAMPLES OF DUTIES AND RESPONSIBILITIES - Duties may include, but are not limited to, the following:

- 1. In collaboration with the district's Chancellor, or Chancellor's designee, the Vice Chancellor of Business Services, college presidents, and/or the ATEP development team, and the District's real estate broker assigned to the project, coordinate the complex planning, identification, communication and processing steps necessary to obtain approvals for District-level partnerships and development-related activities for the 62-acre ATEP site.
- 2. Work with the Vice Chancellor of Business Services, the District's real estate broker assigned to the project, and the ATEP development team to assist in the early identification of potential partner educational synergies that will support ongoing or new educational programs at the two college sites and/or the ATEP campus.
- 3. Direct the communication of pending and potential public private partnerships through the Chancellor and Vice Chancellor of Business Services with the college presidents for consideration; upon the Vice Chancellor of Business Services and college presidents' direction, explore potential synergies and educational resources provided by such public private partners in support of college educational programs with college staff, such as vice presidents, deans, faculty or support staff, as directed.
- 4. Assist the Vice Chancellor of Business Services, as directed by the Chancellor, in all aspects of the ATEP site development planning and operation; represent the District to prospective public private partnership entities in the community; assist the Vice Chancellor of Business Services and college presidents with further investigation and collaboration with college identified and recommended potential public private partnership evaluation and preliminary initial negotiations, in conjunction with the Chancellor, Vice Chancellor of Business Services and ATEP development team; and provide technical expertise, guidance and assistance concerning the site development and partnership negotiation process.
- 5. Attend meetings of the Chancellor's Executive Council as needed, and other governance bodies and local, State and national groups as appropriate; participate on committees, task forces and work groups as needed; represent ATEP to governmental officials, educational organizations, non-profit, civic, business and commercial organizations and interact with their representatives as needed; attend college/campus shared governance and collegiate committees and councils to provide ATEP and potential public private partnership updates, collect input and serve as district liaison.
- 6. Attend meetings of the Board of Trustees to represent ATEP as designated by the Chancellor and Vice Chancellor of Business Services, present information and respond to questions, and assist the Chancellor by providing reports, updates and presentations directly to the Board in open and closed sessions and special meetings, as directed.
- 7. Make oral presentations at various gatherings; and conduct workshops to provide specialized information regarding the public private partnership development process and project progress.
- 8. Establish and maintain working relationships with local, State and national organizations related to public private partnerships to support the establishment of new contacts and interpersonal education and development in this specialized field; establish and maintain community, business, and industry contacts; maintain open communication lines with the community to assist and support ATEP and related planning efforts at the colleges; assist in the development of special reports, maps and charts to be produced for public private partnerships and related agreements; and create, review, revise and direct Public Private Partnership agreements for college and District review, consideration and Board approval.

South Orange County Community College District Page 3 – Executive Director of Public Private Partnership Development

- 9. Provide technical expertise, information, and assistance to the Chancellor and/or Vice Chancellor of Business Services regarding assigned functions and District-wide planning; assist in the formulation and development of policies, procedures and programs; develop and administer goals, objectives, policies and priorities for areas of assignment.
- 10. Along with the Vice Chancellor of Business Services, develop, analyze, critique, review and provide input for lease, lease back, and ground lease contracts/agreements and scenarios to establish the future long-term income from education, agency, business and commercial public private partners on the ATEP site.
- 11. In consultation with the Vice Chancellor of Business Services and the District's attorney when needed, review and interpret land use and planning, using the Development Agreement, the Specific Plan, the SOCCCD Academic and Facilities Master Plan, District planning documents, function maps, and flow charts along with deeded land and leased land deeds and leases in relation to consideration of future public private partnerships and related agreements.
- 12. Coordinating with the Vice Chancellor of Business Services, appropriate college president(s) and staff, work on required timelines for planning and development of the ATEP site or other approved District site; coordinate, review, revise and integrate college/campus plans into District ATEP site plan and activities, including strategic and master planning.
- 13. Manage and coordinate future partner building sites and District-related partner income as part of responsibilities over time.
- 14. Serve as an advisor and resource to the Chancellor regarding the economic development of the District's sites and facilities; provide leadership for all aspects of ATEP, including the conception, development, marketing, administration and assist in the initial evaluation of all education and training programs and services; and assure the coordination of ATEP functions with risk management, payroll and benefits, income and expenses, commercial and information technology systems and other District functions as required.
- 15. Prepare and present initial Requests for Quotations (RFQs) and Requests for Proposals (RFPs); identify potential educational training, education and service proposals and draft contracts in coordination with the District and colleges.
- 16. In coordination with the colleges, seek, develop and coordinate related public private partnerships and educational training partnership opportunities to enhance and expand ATEP's programs and services; write proposals; and solicit and secure corporate, commercial, private, educational institution, foundation and government agency funding and support, including the potential establishment of Public Private Partnership agreements, ranging from support to educational training programs, to leasing and building dedicated or shared facilities on the ATEP campus; review college(s) draft curriculum/articulation agreements, curriculum restrictions and/or college or partner building use with potential partners related to full compliance and potential conflict with established and approved district, Navy, city, chancellor's office or other agency agreements.
- 17. As directed by the Vice Chancellor of Business Services, assist in the development and management of the ATEP Public Private Partnership budget, meeting standards established by the VCBS; analyze, interpret and monitor the financial condition of ATEP partnerships and recommend change as needed; determine faculty, staffing, technology, facilities and equipment needs and prepare justifications and recommendations related to proposed expenditures; and review and approve expenditures; and ensure the maintenance of appropriate records and documentation according to established purchasing policies and procedures.

South Orange County Community College District Page 4 – Executive Director of Public Private Partnership Development

- 18. Apply District policies and procedures as they apply to the economic and physical development of ATEP and other specified District sites; and assist the Vice Chancellor of Business Services, college presidents, and District facilities staff in maintaining an inventory of all properties and agreements of ATEP Public Private Partnerships.
- 19. Prepare, maintain, distribute and store required federal, State and local reports and records, as required, or directed by the Vice Chancellor; ensure the development and implementation of appropriate records storage and retention schedules; ensure adequate documentation related to employee selection, promotion, discipline and termination and other actions.
- 20. Maintain current knowledge of advanced technology trends, applications, for use in developing or adapting ATEP education and training programs in conjunction with potential public private partnerships.
- 21. Maintain a familiarity and working knowledge of the key principals of establishment and operation of win-win public private partnerships, such as this example provided by the Urban Land Initiative:
 - Be Clear on the Risks and Rewards for All Parties
 - Build Trust as a Core Value
 - Communicate Early and Often
 - Create a Shared Vision
 - Establish a Clear and Rational Decision-Making Process
 - Make Sure All Parties Do Their Homework
 - Negotiate a Fair Deal Structure
 - Prepare Properly for Public/Private Partnerships
 - Secure Consistent and Coordinated Leadership
 - Understand Your Partners and Key Players
- 22. 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 education, business or related field. A master's degree is preferred.

Experience:

At least three years of demonstrated experience in creating new public private partnerships, education programs and/or educational support for business and industry college programs, in successfully marketing international student education and training, and in identifying and coordinating with the colleges' innovative postsecondary education, workforce or corporate training programs.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

South Orange County Community College District

Page 5 – Executive Director of Public Private Partnership Development

Knowledge of:

Budget development, preparation, administration and control.

Community, business and industry and government outreach.

Communication skills both oral and written for high levels of contract language, negotiations, presentation and information sharing/coordination.

Conflict resolution and team building.

Information technology systems, functions and operations.

Interpersonal skills including tact, patience and diplomacy.

Oral and written communication skills.

Organization, operations, policies and objectives of a postsecondary education institution.

Principles and practices of administration and program development.

Principles and practices of shared governance.

Principles and practices of training, supervision and performance evaluation.

Principals and processes of public private partnership development supporting educational training programs.

Principles of contract administration.

Principles, trends, methods, strategies and procedures pertaining to advanced technology and education.

Progressive discipline procedures and documentation.

Public relations.

State and federal laws, codes and regulations related to higher education administration, including the California Education Code and the California Government Code.

Ability to:

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assist in the development, preparation and administration of budget, policies and procedures for ATEP.

Assure the preparation, maintenance and retention of records, reports and files.

Collect, compile and analyze data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.

Compose concise, informative documents and speeches; deliver effective public presentations.

Demonstrate a high energy level and a fair, decisive and innovative leadership style that centers on unquestioned integrity and ethics with a focus on teamwork and consensus building.

Demonstrate evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physically challenged and ethnic backgrounds of students.

Develop, design, create and present PowerPoint or similar graphic presentations for district, college or public presentations.

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 administrative direction.

Innovate, solve problems and rapidly process information.

Interpret, apply and explain complex district policies, legal requirements and negotiated agreements.

Operate computer and applications software, including database management, spreadsheet, word processing and software related to area of assignment.

Plan and organize work.

Plan, develop, organize, coordinate, administer, monitor, control and evaluate a wide variety of programs, services, operations, activities and personnel related to advanced technology education.

Prepare oral and written reports and recommendations.

South Orange County Community College District
Page 6 – Executive Director of Public Private Partnership Development

Ability to:

Relate effectively to people of varied academic, cultural and socioeconomic background using tact, diplomacy and courtesy.

Select, train, lead, direct, supervise and evaluate the performance of assigned personnel.

Under the guidance of the chancellor or designee, coordinate and communicate potential public private partnerships to the college presidents and then to appropriate college staff as directed by the college presidents.

Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.

Work cooperatively with Information Technology personnel to develop sound information and reporting systems and procedures related to ATEP.

Work in an intense environment of high level negotiations, potential contradictions and varying opinions.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment:

Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation or at meetings located around OC communities. Incumbents are subject to constant 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. Attend afternoon or evening Board meetings as directed. Routinely visit ATEP park site to tour partner buildings and operations.

Physical Demands:

Incumbents regularly sit for long periods, walk short distances on a regular basis, travel regularly to various locations to attend meetings and conduct work, walk and tour construction site for coordination of District projects, use hands and fingers to operate an electronic keyboard or other office machines, speak clearly and distinctly to provide information in person or on the telephone; see to read fine print and operate computer; hear and understand voices over telephone and in person to exchange information and make presentations; and lift, carry, and/or move objects weighing up to 10 pounds.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Marlys Grodt and Associates December 6, 2016 Approved by the Board of Trustees,

ATTACHMENT 4

South Orange County Community College District

LEARNING ASSISTANCE SPECIALIST – ID #817, Classified Bargaining Unit Salary Schedule Range 134

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 general direction of the Director of Learning Assistance, lead and coordinate the provision of learning assistance services for identified populations of students in need of additional intervention; serve as a liaison between the Learning Assistance program area and targeted populations, faculty, students, staff, and other campus and community officials and groups; develop and provide a full range of program or project area functions or services including meeting with students and providing support by ensuring students are prepared for assessments and other activities; develop and maintain relationships with other organizations, schools, and universities to enhance the program, project, or functional area; and plan, coordinate, and implement assigned operations and activities in the Learning Assistance program area.

DISTINGUISHING CHARACTERISTICS

The Learning Assistance Specialist is an advanced journey-level professional classification that provides a full range of program support and coordination duties including providing assistance to the Director of Learning Assistance in developing, implementing, and administering assigned services and functional areas, participating in budget development and monitoring, and project area policy and procedure development and implementation. The Learning Assistance Specialist coordinates communication and work activities among faculty, staff, students, IT, and other College and District personnel and services and may meet with students regularly to create an academic engagement plan, set goals, and share resources to help students achieve their objectives within and beyond the classroom environment. The Learning Assistance Specialist provides individual and group workshops to enhance the academic and personal success of identified or targeted populations on topics such as time management, study skills, and other best practices. The Learning Assistance Specialist provides leadership in the Learning Assistance Program through outreach to students and campus partners.

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. Coordinate and oversee staff working directly with special populations (e.g., athletes, basic skills students, disproportionately impacted groups of students, and learning disabled students); provide training and work direction to student workers and assigned staff; schedule assigned staff; ensure staff follows District policies and professional standards.
- 2. Lead the development and implementation of assigned aspects of the Learning Assistance program; plan, design, and implement program or project elements that support Learning Assistance; develop and maintain handbooks, forms, and related policies and procedures.
- 3. Ensure compliance with all aspects of program requirements including to monitor and assist in ensuring compliance with external requirements for students such as NCAA regulations, Division I and Division II regulations, and NAIA regulations.

South Orange County Community College District Page 2 – Learning Assistance Specialist

- 4. Through professional development, provide active leadership on current issues and trends related to college students' academic success and retention; facilitate academic success presentations and workshops to various campus partners.
- 5. Facilitate appropriate responses to student Early Alerts.
- 6. Administer a regular schedule of recurring student meetings to address student needs; refer students to appropriate campus resources.
- 7. Resolve operational and administration problems related to supporting identified populations in the Learning Assistance program; identify problem areas and issues; conduct research to find alternative solutions; make recommendations; oversee and assist in implementation of recommendations.
- 8. Coordinate between instructors, student services staff, counselors, coaches, and administrators to enhance the academic success of students; coordinate meetings, including group meetings, related to assigned program.
- 9. Represent Learning Assistance to other sectors of the college; participate on and provide staff support to related committees, task forces, and boards; develop agendas and write speaking points; participate in speaking engagements; prepare and present presentation materials, staff reports, and other documents as appropriate and necessary; respond to and resolve inquiries and complaints.
- 10. Serve as contact and respond to requests for information from staff, other agencies, and the general public regarding project or program area of assignment; create and maintain publications and materials to promote and provide Learning Assistance program information including newsletters, directories, handbooks, special event flyers, and other public relations materials as needed.
- 11. Provide off-campus outreach including to participate in community outreach and education activities; prepare presentations and related material.
- 12. Maintain accurate and confidential records of student support including in-person visits as well as phone and online consultations; document progress, goals, and any other information requiring follow- up.
- 13. Maintain incoming and outgoing documents; prepare and track various documents; prepare reports and briefings on project status, progress, changes, and related items related to scope, schedule, and budget.
- 14. Assist with overseeing website for Learning Assistance program area services related to specific populations; update information as necessary.
- 15. Manage data and information used in assigned area including to administer assigned databases; enter and modify data; generate reports; analyze user needs and modify database structure and/or format in response to user needs; train staff on use of database systems; prepare database documentation.
- 16. Perform related duties as required.

South Orange County Community College District Page 3 – Learning Assistance Specialist

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:

District organization, operations, policies, and objectives related to assigned area. Operational characteristics, services, and activities of the Learning Assistance Program. Goals and objectives of the Learning Assistance Program.

Characteristics and special needs of the assigned student populations.

Methods and techniques of developing and implementing intervention strategies and remedial actions.

Information and research resources available related to areas 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.

Interpersonal skills using tact, patience, and courtesy.

Principles and practices of providing training, work direction, and guidance to staff and student workers.

English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Pertinent federal, state, and local laws, codes, and regulations.

Ability to:

Assess academic difficulties and develop appropriate remedies.

Evaluate and assess effectiveness of student support intervention.

Work effectively with under-represented populations.

Work successfully with students of diverse backgrounds.

Understand, interpret, and apply administrative and office policies and procedures as well as pertinent laws, regulations, and ordinances.

Plan, organize, and administer assigned program activities and services.

Develop recommendations for problematic areas and implement and monitor changes.

Participate in the development and administration of policies and procedures.

Participate in the preparation and administration of assigned budgets.

Perform duties and complete complex work assignments using independent judgment and personal initiative to develop creative and effective solutions.

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 to requests and inquiries from students, staff, or the public; effectively present specialized information in person or on the telephone to students, staff, or the public.

Research, compile, assemble, analyze, and interpret data from diverse sources.

Prepare a variety of clear and concise administrative and financial reports.

Independently compose and prepare correspondence and memoranda.

Maintain complex and varied files and records.

Select, train, evaluate and provide work direction to assigned staff and student workers.

Plan and organize work to meet schedules and changing priorities and 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.

South Orange County Community College District Page 4 – Learning Assistance Specialist

Ability to:

Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

<u>EDUCATION AND EXPERIENCE GUIDELINES</u> - 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 a Bachelor's degree from an accredited college or university with major course work in a public administration, business administration, education, or related field.

Experience:

Three or more years of increasingly responsible professional experience related to education, academic intervention, or learning assistance that demonstrates the ability to work effectively with at risk populations and develop remedial solutions.

LICENSE OR CERTIFICATE:

A valid California driver's license and proof of insurability may be required for some positions 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.

Environment:

Work is performed primarily in a standard office setting, typically 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. May involve night and/or weekend assignments.

Physical:

Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information; and may occasionally travel to other offices or locations to attend meetings or to pick up or deliver materials. <u>Vision</u>: See in the normal visual range with or without correction. <u>Hearing</u>: Hear in the normal audio range with or without correction.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Forsberg Consulting Services, November, 2016 Approved by the Board of Trustees,

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.10 DATE: 12/12/16

TO: Board of Trustees

FROM: Dr. Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Amendment to 2016-2017 Tenure-Track Faculty Hiring

Authorization - Saddleback College

ACTION: Ratify

BACKGROUND

The hiring of qualified full-time faculty is a priority in advancing the missions of Irvine Valley College (IVC) and Saddleback College (SC). The Board approved the 2016-2017 full-time tenure-track faculty hiring authorization on October 26, 2015, with authorization for recruitment through academic year 2017-2018.

STATUS

The demand at Saddleback College for counselors to meet with students to create semester-by-semester educational plans has increased significantly. In addition, the college has additional SSSP categorical funds that must be used next year. The SC College President has reviewed the faculty hiring needs for the college and has submitted to the Chancellor his recommendation to amend the hiring list for 2016-2017 to add one (1) additional generalist counselor in the Division of Counseling Services to meet the increased demands. Interim Chancellor Fitzsimons approves this addition.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the amendment to the 2016-2017 full-time tenure-track faculty hiring authorization for Saddleback College to add one (1) generalist counselor in the SC Division of Counseling Services. Recruitment and selection of new faculty is contingent on funding and will proceed as recommended by the college president and approved by the Chancellor.

ITEM: 6.11 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Irvine Valley College: Body Worn Camera Research and

Demonstration Project

ACTION: Approval

BACKGROUND

The Board of Trustees approved on February 23, 2015, board policy BP-3508 Public Safety Camera System which authorized the use of a public safety camera system throughout the district, with cameras placed in strategic public locations such as parking lots, building entrances, hallways and lobbies.

The Irvine Valley College and Saddleback College Police Departments are exploring equipping their police officers with body worn cameras. Both departments feel that these tools are in-line with providing good community-oriented policing. The Whitehouse 21st Century Policing Program identified "trust" and "transparency" as essential elements to the integrity of our criminal justice system. In addition to providing evidence during an officer's investigation, body worn cameras are effective in reviewing and evaluating an officer's conduct, to confirm the validity of a complaint, and for use as a training tool. Campus police officers face the same challenges and encounters that municipal and county law enforcement officers confront. We feel that implementing the use of body worn cameras would be a proactive step toward increased transparency.

STATUS

As the use of body cameras worn by campus police officers is not covered in any current board policy or administrative regulation, police departments at both campuses are currently developing policy and administrative regulation proposals for the use of body worn cameras by SOCCCD police officers. They are also reviewing several types of body worn cameras for their quality and effectiveness. As part of their assessment of available products, the Irvine Valley College Police Department is requesting approval to conduct a demonstration project of one or more such body worn cameras. The intent for this limited assessment would be to capture general campus scenes to evaluate the various features of the system, including live streaming, and the quality of video that it produces with a fully functional typical smartphone. It would also include interactions with campus staff who have given their consent prior to being videotaped.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve this limited body worn camera demonstration project by Irvine Valley College Police Department for a 30 day trial period.

Item Submitted by: Dr. Glenn R. Roquemore, President

C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 7.1 DATE: 12/12/16

TO: Board of Trustees

FROM: Dr. Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Accreditation

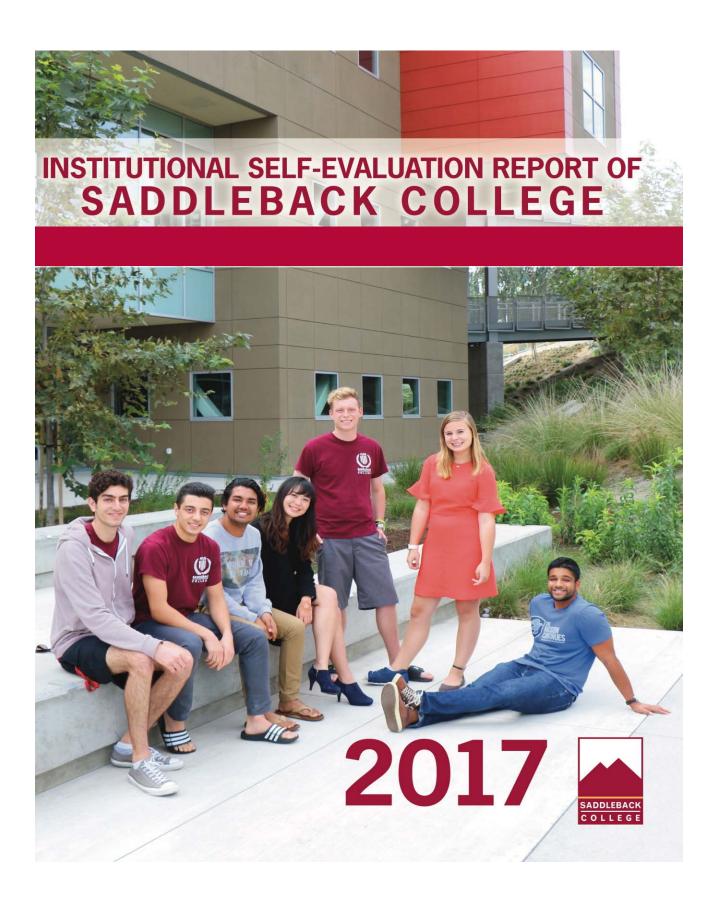
ACTION: Information

BACKGROUND

In preparation for the February 2017 WASC accreditation team visit, Saddleback College and Irvine Valley College have completed their institutional self-evaluation reports.

STATUS

Exhibits A and B, the colleges' institutional self-evaluation reports, are presented for the information of the Board of Trustees.



Saddleback College

Institutional Self-Evaluation Report

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

Submitted by:

Saddleback College 28000 Marguerite Parkway Mission Viejo, California 92692

Submitted to:

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

December 14, 2016

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

From: Dr. Tod A. Burnett, President

Saddleback College

28000 Marguerite Parkway, Mission Viejo, California 92692

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:

Dr. Tod A. Burnett	Date
President	
Saddleback College	
Timothy Jemal	Date
President, Board of Trustees	
South Orange County Community College District	
Dr. Debra Fitzsimons	Date
Interim Chancellor	
South Orange County Community College District	
Dr. Juan Avalos	Date
Accreditation Liaison Officer	
Accreditation Self-Study Co-Chair	
•	
Dr. Bob Cosgrove	Date
<u> </u>	Date
Accreditation Self-Study Co-Chair	
Dr. Kim d'Arcy	Date
President	2 410
Saddleback College Academic Senate	
Suddieduck College i leudeline beliate	

Craig Connor	Date
President	
Saddleback College Classified Senate	
Lucy Hendrix	Date
President	
Saddleback College Associated Student Government	
Dr. Diane Pestolesi	Date
Co-Chair, Standard I	
Ken Brady	Date
Co-Chair, Standard I	Dute
Jennifer Langrell	Date
Co-Chair, Standard II	
Suki Fisher	Date
Co-Chair, Standard II	
Dr. Roxanne Metz	Date
Co-Chair, Standard III	
Anthony Teng	Date
Co-Chair, Standard IV	Date
Ken Brady Co-Chair, Standard IV	Date
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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 alumni 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 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 the College's student population; these services include Extended Opportunity Programs and Services, the International Students Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and the Veterans Education and Transition Services program.

The College is a comprehensive institution which fulfils all four missions of the community college system as outlined in AB 1725; these missions include baccalaureate-quality transfer education, career and technical education (CTE), 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 (ASG), 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.

During this era, 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, at the College, multiple changes in other management positions, 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.

In July 1997, the BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC. 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 as 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 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 the College was founded in 1967, the areas neighboring the College 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 to the area new residents and businesses alike. As recently as last year, the growth in single and multi-family housing and retail centers had 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 were 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.

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. While the young adult population (20-34 years old) has increased in the last five years, 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 likely pose a problem for the College in terms of total enrollments (Southern California Association of Governments). Furthermore, an influx of adults over 60 years of age 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

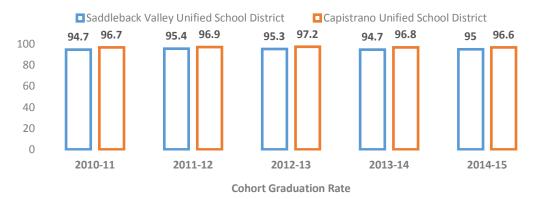
promote lifelong learning, is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

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 (see chart below).

HIGH SCHOOL GRADUATION RATES OF FEEDER SCHOOLS FOR SADDLEBACK COLLEGE



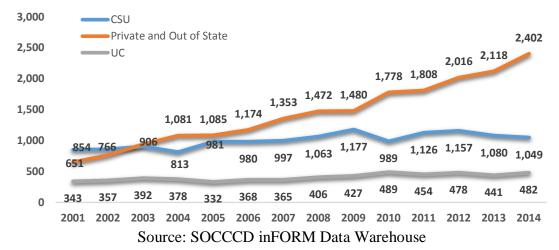
Source: California Longitudinal Pupil Achievement Data System (CALPADS)

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 courses in the areas of AESL (Adult English as a Second Language), citizenship, basic skills and high school equivalency, 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 (UC), Irvine; and California State University (CSU), 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 all 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 out-of-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.

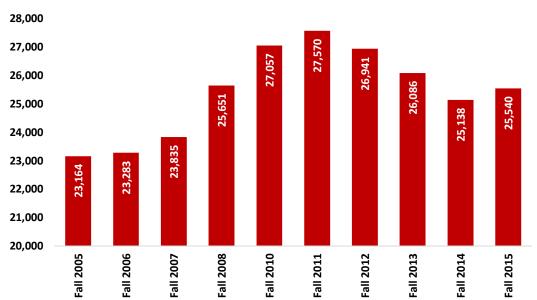
SADDELBACK COLLEGE FOUR-YEAR TRANSFERS



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.

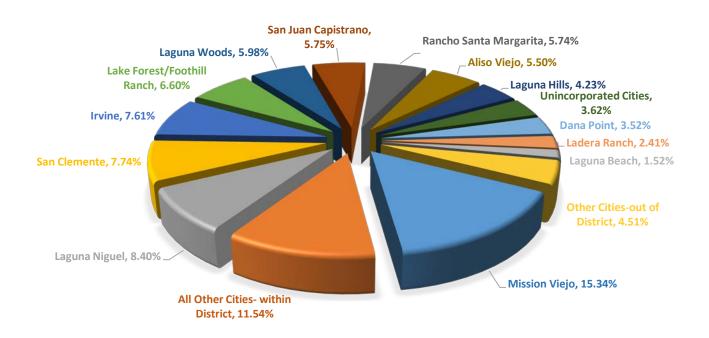
SADDLEBACK COLLEGE FALL ENROLLMENTS



Source: Institutional Effectiveness Annual Report (IEAR) in FORM 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.

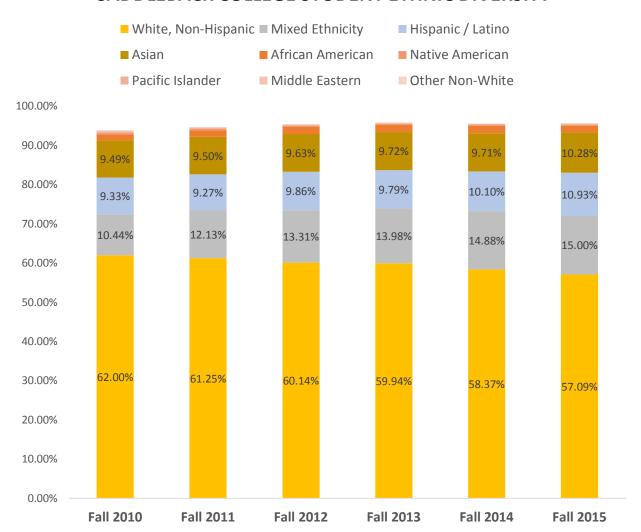
WHERE SADDLEBACK COLLEGE STUDENTS RESIDE



Source: SOCCCD inFORM Data Warehouse

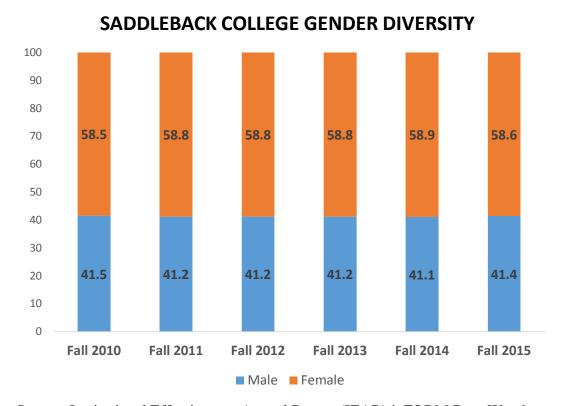
The ethnic composition of the student population closely represents the surrounding community. In fact, the College's Student Equity Plan (SEP) (In.1-06) illustrated that there are no access issues in terms of disproportionate impact to historically underrepresented ethnic groups. Over the last five years, the College has seen a shifting demographic that illustrates a decrease in the proportions of White, Non-Hispanic students and an increase in students from mixed, Hispanic/Latino, and Asian ethnicities.

SADDLEBACK COLLEGE STUDENT ETHNIC DIVERSITY



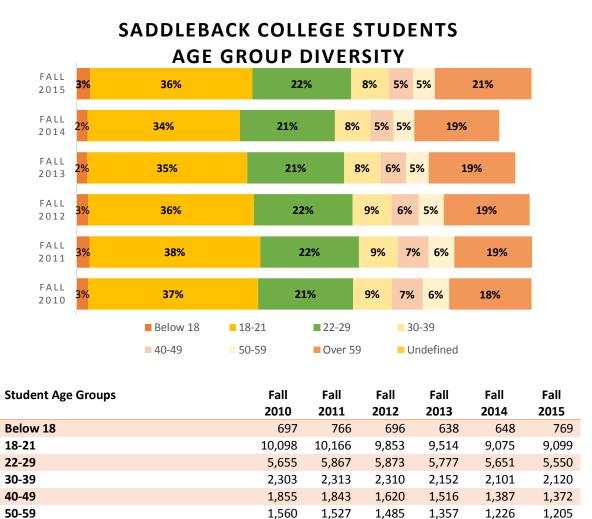
Source: Institutional Effectiveness Annual Report (IEAR) in FORM Data Warehouse

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) in FORM 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 as 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.



Source: Institutional Effectiveness Annual Report (IEAR) in FORM Data Warehouse

4,885

27,057

4

5,085

27,570

3

5,101

26,941

3

5,128

26,086

4

5,047

25,138

3

5,422

25,540

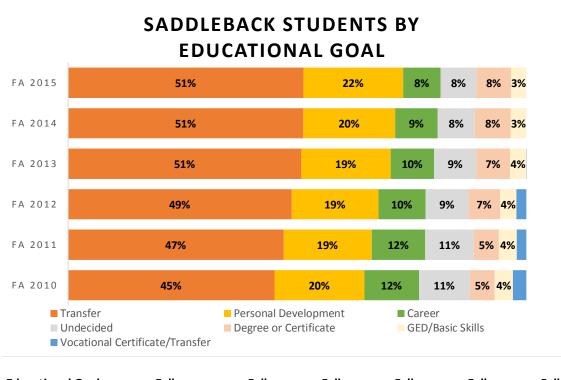
3

Over 59

Total

Undefined

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.

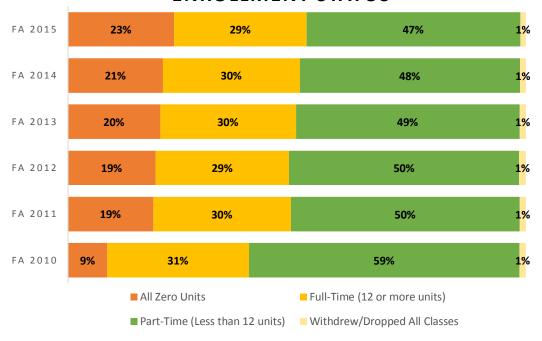


Educational Goal	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer	12,187	12,971	13,152	13,286	12,908	13,119
Personal Development	5,305	5,290	5,090	5,069	5,026	5,546
Career	3,226	3,224	2,773	2,483	2,341	2,093
Undecided	3,013	2,930	2,509	2,393	2,035	1,998
Degree or Certificate	1,458	1,501	1,867	1,915	1,969	1,926
GED/Basic Skills	1,074	1,066	971	939	859	858
Vocational	794	588	579	1		
Certificate/Transfer						
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source: Institutional Effectiveness Annual Report (IEAR) in FORM 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 (12 or more units)	8,387	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

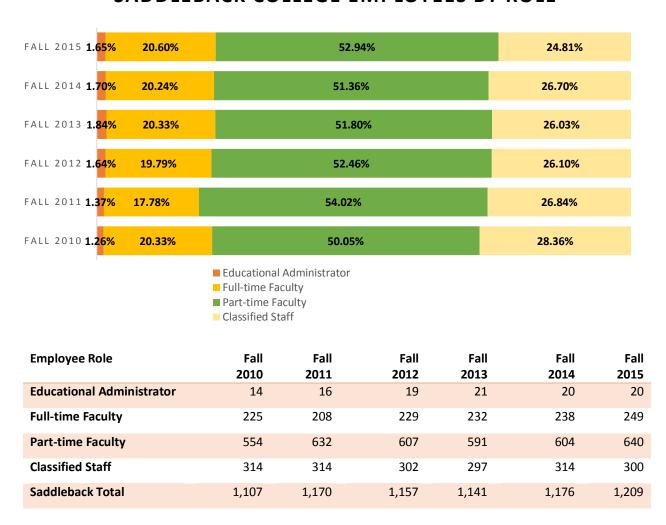
Source: Institutional Effectiveness Annual Report (IEAR) in FORM Data Warehouse

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.

Employee Demographics by Role

SADDLEBACK COLLEGE EMPLOYEES BY ROLE

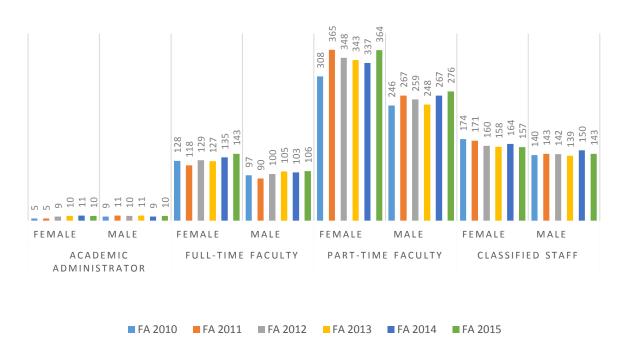


Source: California Community College Chancellor's Office (CCCCO) DataMart

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. While there has been a steady split between male and female academic administrators over the past six years, the College is seeing 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. Such findings are in contrast to the District's adherence to equal opportunity procedures in hiring practices.

Employee Demographics by Gender

SADDLEBACK COLLEGE EMPLOYEE DIVERSITY BY GENDER



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

Employee Demographics by Ethnicity

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 have also 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

EWIPLOTEE 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										
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/Alask	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/Alask	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/Alask	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.

Employee Demographics by Age and Role

SADDLEBACK COLLEGE AGE DIVERSITY OF EMPLOYEES BY ROLE

EINIF LOTELS DI NOLL												
	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										
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%
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

Sharing of Student Achievement Data

As reflected in Standard I.B.3, the College widely and publicly provides on its website achievement outcomes on important indicators of student success. 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 CCCCO 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 provided 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 (<u>In.1-07</u>; <u>In.1-08</u>)
- 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, student information system). 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 the student 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); and remedial completion rates defined as six-year completion rates of remedial to college-level courses as well as tracking of progression to the next level (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 (<u>In.1-16</u>) and volume of transfers (<u>In.1-17</u>). The College also assesses the extent to which it serves its mission through demographic analyses (<u>In.1-18</u>) as well as through SEP research (<u>In.1-19</u>).

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 is 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—also known as the six-year completion rates of degrees, certificates, or transfer-level coursework—as part of the Districtwide 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 will gradually increase 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 reaching 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, 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	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort Size	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate		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 Native	13	38.5%	20	65.0%	16	31.3%	28	50.0%	Suppressed	62.5%
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

Completion Rates	2005-2	2005-2006		2007	2007-2008		2008-2009		2009-2010	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Prepared	968	73.2%	1,043	69.7%	1,194	69.0%	1,354	69.9%	1,362	71.3%
Unprepared	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 through 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).

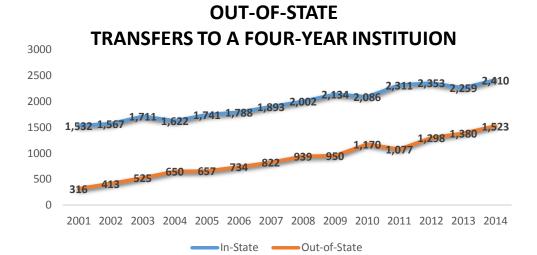
OPRA has also begun a collaborative partnership with key individuals working on the Basic Skills Initiative. Thus far, the College has started "deep dives" of data on students' progress and achievement and has presented this information during the College's Professional

Development Week (<u>In.1-21</u>). 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 section describing student transfer trends, transfer volume is on the rise with the most recent report showing that the College transferred 3,933 students in 2014 versus 2,236 in the year 2003. In the future, the College will create stretch goals for transfer numbers and integrate these goals 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.

In-State vs. Out-of-State Transfers



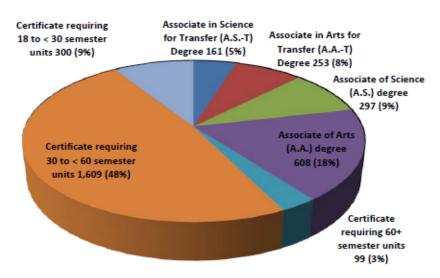
SADDLEBACK COLLEGE IN-STATE VS.

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 1,274 awards to 2,732. 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.1-25). 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.1-26).

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 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 Ethnicit	ty					
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 In	structional	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. Indepth research (In.1-19) 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 over 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) 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, and 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 (a tool for labor market analysis) and LaunchBoard (a new tool for CTE outcomes) 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 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 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. 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 rates (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), divided by 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

^{*}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, many months prior to the 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 1& 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

Standard Committee Members - Standard Three

Name	Representative Area		
	Standard III Chair/Director, Fiscal Contract		
Roxanne Metz	Services		
Catherine Arreguin	Grants Analyst		
Robert Bramucci	Vice Chancellor, Technology and Learning Services		
	Vice Chancellor, Human Resources and		
David Bugay	Employer/Employee Relations		
Eugene Evancoe	Faculty, Electrical Technology		
	District Director, Research, Planning and Data		
Denice Inciong	Management		
Michael James	Assistant Director of Facilities		
Ashley Kinder	Student		
	Director, Technology Serv/Broadcast Syst,		
Anthony Maciel	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
	Standard IV Co-Chair/Dean, Advanced
Tony Teng	Technology and Applied Science
Ken Brady	Standard IV Co-Chair/Associate Faculty, English
	Department Chair, Anthropology and Ethnic
Claire Cesareo	Studies
Erlynne Ballo	Interim Director, Student Life
Kim D'Arcy	Learning Disability Specialist
Tere Fluegeman	Executive Director, Public and Government Affairs
Lucy Hendrix	Student
	District Director, Research, Planning and Data
Denice Inciong	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
John Ozurovich Mike Sauter Blake Stephens	Senior Director of College Facilities Alternate Media Specialist Department Chair, Architecture and Drafting

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

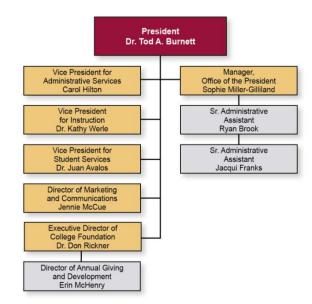
Johnathan Forde, Student Member

Organizational Charts

President's Organizational Chart

SADDLEBACK COLLEGE President's Organizational Chart 2016-2017

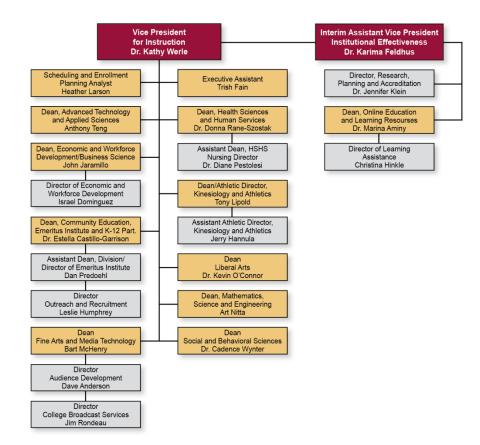




Vice President for Instruction Organizational Chart

SADDLEBACK COLLEGE Vice President for Instruction Organizational Chart 2016-2017

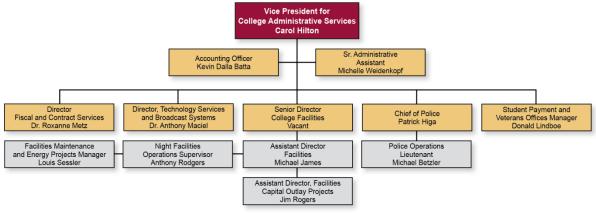




Vice President for Administrative Services Organizational Chart

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



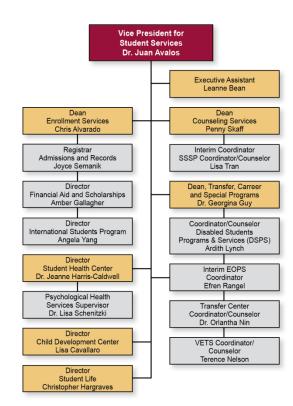


Vice President for Student Services Organizational Chart

SADDLEBACK COLLEGE

Vice President for Student Services Organizational Chart 2016-2017





South Orange County Community College District Function Map



South Orange County Community College District
DISTRICT-WIDE FUNCTION MAP
UPDATED 2016









NOVEMBER 2016

The South Orange County Community College District's Mission Statement

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.

Fulfilling this mission depends on strategic planning and effective decision making. This Function Map was developed to promote and sustain planning and effective decision making throughout the district. The South Orange County Community College District (SOCCCD) Function Map is intended to illustrate how the two colleges and the district services' offices manage the distribution of responsibility. The model used here is organized by the ACCIC Standards produced in July 2015 and by areas of processes and responsibilities for each college and District Services. For clarification, "District Services" refers to the departments within district services such as the Chancellor's Office, Board of Trustees, Public Affairs, Human Resources, Business Services (includes Facilities, Purchasing, and Fiscal Services areas), District IT, and Research and Planning. Additionally, when "District-wide" is used this term refers both the colleges and district services together as one area.

The Function Map includes indicators that depict the level and type of responsibility as follows:

- Primary: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.
- Secondary: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.
- Shared: Shared responsibility indicates that the Colleges and District Services are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

The Function Map is a road map of the delineation of duties across the entire district. The Function Map will be reviewed on a three-year cycle and updated as necessary. It was recently updated with the new accreditation standards in 2015-2016 and reviewed by Irvine Valley College, Saddleback College, and the District Services Offices. The function map was approved by the District-wide Planning Council in September 2016.

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard I: Mission, Academic Quality and Institutional	The Board of Trustees approves	The college reviews its	The college reviews its
Effectiveness, and Integrity	the district and college mission	mission statement annually	mission statement annually
The institution demonstrates strong commitment to a mission	statements on an annual basis.	to ensure that it continues	and any changes are
that emphasizes student learning and student achievement.	The District-wide Planning	to accurately reflect its	approved by the Board of
Using analysis of quantitative and qualitative data, the	Council (DWPC) is the district-	educational purposes, its	Trustees. Through the
institution continuously and systematically evaluates, plans,	wide participatory governance	student population, and its	college planning and
implements, and improves the quality of its educational	council responsible for	commitment to student	decision-making processes,
programs and services. The institution demonstrates integrity in	coordination of district-wide	learning. The review is	governance group
all policies, actions, and communication. The administration,	strategic planning process which	carried out by the	consultation, committee
faculty, staff, and governing board members act honestly,	includes reviewing and providing	Consultation Council, under	meetings, and college-wide
ethically, and fairly in the performance of their duties.	input into the	the direction of the	forums, the college
	district-wide vision, mission,	president, and involves all	community effectively
	core values and goals. This group	constituent groups on	participates in meaningful
	updates the District-wide	campus. Revisions are made	dialogue that addresses the
	Strategic Plan and makes	if deemed necessary. The	institution's dedication to
	recommendations to the	mission statement is then	successful and measurable
	chancellor.	sent to the Board of	student learning as reflected
		Trustees for approval. The	in the mission statement.
		mission statement is used in	The mission statement is a
		the development and	primary component in the
		evaluation of instructional	criteria used by the college
		programs and student	to determine and direct
		support services, as well as	academic programs, student
		in all planning efforts,	support services, cultural
		including strategic planning.	engagements, and
			community partnerships.

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.A. Mission I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.A. Mission 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.A. Mission 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
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. (ER 6)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness	The Vice Chancellor of	The Educational Planning	Four College Strategic
– Academic Quality	Technology & Learning Services	and Assessment (EPA)	Planning Committees (SPCs)
	and the District Director of	Committee, co-chaired by	meet regularly throughout
	Research, Planning and Data	the EPA coordinator and the	the academic year, each
	Management coordinate	director of planning,	with a specific charge
	institutional research support	research, and accreditation,	focused on student success
	for the colleges, which includes	is responsible for overseeing	and institutional processes.
	facilitating and preparing state	the assessment of Student	The Institutional
	reports, producing instructional	Learning Outcomes (SLOs)	Effectiveness Committee
	and student services reports and	and Administrative Unit	(IEC) is responsible for
	management and training of the	Outcomes (AUOs) at the	reviewing the effectiveness
	inFORM data warehouse. A	college and for Program	of all committees and
	presentation on the CCCCO	Review (PR) and	initiatives, and provides
	Student Success Scorecard data	Administrative Unit Reviews	direct oversight and support
	is made annually to the Board of	(AUR). An SLO coordinator	for the coordination,
	Trustees, as mandated by state	and a program review	implementation, and
	law. District Services conducts	coordinator work directly	management of Student
	annual reviews of its services in	with faculty and staff in SLO	Learning Outcomes (SLO),
	order to provide data for	and AUO assessment and in	and Student Services
	planning in an effort to improve	program and administrative	Outcomes (SSO). The Office
	support services to the colleges.	unit review. The director of	of Research, Planning and
	District services conducts annual	planning, research, and	Accreditation works closely
	district services Administrative	accreditation is responsible	with the IEC to collect and
	Unit Reviews (DSAURs) in order	for coordinating the	interpret data, and assist in
	to provide data for planning in	planning processes on	the preparation of student
	an effort to improve support	campus, including strategic	learning reports for both
	services to the colleges and on a	planning, and for ensuring	internal and external use.
	district-wide basis. These	that evidence is at the	The college administration is
	DSAURs are key data elements	center of all planning	responsible for
	utilized in the annual budget	efforts. The Planning and	Administrative Unit
	development for these district-	Budget Steering Committee	Outcomes (AUO) and
	wide services.	(PBSC), co-chaired by the	Administrative Unit
			Reviews. Oversight and

Standard		Saddleback	Irvine Valley
	Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
	The Vice Chancellor of Business	director of planning.	evaluation of AUOs are
	Services has overall	research, and accreditation	coordinated through the
	responsibility for district-wide	and the vice president of	Offices of the Vice
	facilities planning and the fiscal	administrative services,	Presidents. The Academic
	health of the District. The Vice	oversees strategic planning,	Planning and Technology
	Chancellor provides leadership	ensures that all budget	Committee ensures that
	for several district-wide	decisions are fully integrated	distribution and use of
	committees including Capital	into planning, and evaluates	resources, including funds,
	Improvement Committee (CIC),	the planning processes on	facilities, and personnel, is
	District Resource Allocation	an annual basis. The	managed after broad
	Committee (DRAC), Board	committee is composed of	consultation with
	Policies and Administration	members from all	representatives of all the
	Regulation Advisory Council	constituent groups, and	governance groups. As
	(BPARC), and the Basic Aid	makes recommendations to	needed, non-members are
	Allocation Recommendation	the Consultation Council,	invited to provide
	Committee (BAARC). The	also composed of members	information and insight to
	Executive District Director of	from all constituent groups,	support well-founded
	Facilities Planning/	and the college president.	recommendations. The
	Purchasing/Materials		Strategic Planning Oversight
	Management coordinates the		and Budget Development
	Education and Facilities Master		Committee is responsible
	Plan process with both Colleges.		for the operational
	The Chancellor and Board of		management of the
	Trustees approve the Education		college's planning process
	and Facilities Master Plan. This is		and integrating planning
	the District's 20 Year Education		with development of the
	and Facilities Master Plan 2011-		budget in an open forum.
	2031 (Long Range Plan).		IVC representatives who sit
	Another facility related plan		on district committees
	includes the 20 Year Facilities,		report back to the SPCs, as
	Renovation, and Scheduled		well as other campus
	Maintenance Plan. The process		committees, to facilitate
	for development		increased collaboration
			between the

		Irvine Valley
Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
of this district-wide document		colleges and district.
will be recommended by CIC.		Ultimately,
		recommendations from the
District-wide Strategic		four SPCs are funneled to
Planning		the Strategic Planning and
South Orange County		Accreditation Counsel
Community College District's		(SPAC), whose broadly
2014-2020 Strategic Plan is the		representative body
culmination of collaboration,		forwards recommendations
research and planning from		to the president for final
faculty, staff and administration		disposition.
representing all constituent		
groups district- wide. This is the		
district's short- range six-year		
plan and provides a framework		
for on- going planning that		
integrates with the colleges'		
planning cycles, district services		
planning and links resource		
allocation to planning. The six-		
year cycle is for comprehensive		
review and revisions and is also		
updated annually including the		
District Services Administrative		
Unit Reviews and surveys. This		
Strategic Plan 2014-2020		
(short-range plan) allows and		
supports district-wide planning		
that drives resource allocation.		
Throughout the district-wide		
planning and review process,		
opportunities are provided to		
all employees at the colleges		

District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
and district services for review and input through the Districtwide Planning Council as the top district planning committee. Other district-wide councils and committees, college councils, faculty senates, and district and college constituent groups provide input and representation. A high level of staff interaction is maintained in order to facilitate input that is deliberate, open, transparent and collegial.		
The District Strategic Plan 2014-2020 serving as the short-term, six-year plan with a major review in the third year, supports and coordinates with the district's Education and Facilities Master Plan 2011- 3031 (Long-Term Plan) which identifies education and facilities needs and planning priorities through the year 2031.		

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B.1. Assuring Academic Quality and Institutional Effectiveness – Academic Quality 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	Secondary	Primary	Primary
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard			Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness — Institutional Effectiveness 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.	Secondary	Primary	Primary
I.B. Assuring Academic Quality and Institutional Effectiveness — Institutional Effectiveness I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness — 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness Institutional Effectiveness 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
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. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	Secondary	Primary	Primary
I.C. Institutional Integrity 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. (ER 19)	Secondary	Primary	Primary
I.C. Institutional Integrity I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	Secondary	Primary	Primary
I.C. Institutional Integrity I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity 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.	Secondary	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Secondary	Primary	Primary
I.C. Institutional Integrity 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity 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. (ER 21)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity 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. (ER 21)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard	District Services	Saddleback	Irvine Valley
	Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
Standard II: Student Learning Programs and Support Services	The Board of Trustees reviews	The Curriculum Committee	The IVC Curriculum
The institution offers instructional programs, library and learning	and approves all changes in	and the General Education	Committee (a standing
support services, and student support services aligned with its	college curriculum and	Committee, both standing	committee of the Academic
mission. The institution's programs are conducted at levels of	programs, according to a	committees of the	Senate) is primarily
quality and rigor appropriate for higher education. The	timeline determined by the	Academic Senate, are	responsible for all
institution assesses its educational quality through methods	colleges, and based on state	responsible for overseeing	curriculum development
accepted in higher education, makes the results of its	guidelines. The Board of	and administering the	and is highly involved in
assessments available to the public, and uses the results to	Trustees approves and updates	curriculum review and	program development. The
improve educational quality and institutional effectiveness. The	policies that address academic	program development	Curriculum Committee
institution defines and incorporates into all of its degree	freedom and instructional	processes. The Curriculum	reviews and evaluates all
programs a substantial component of general education	activities, following a process	Committee is composed of	curriculum, and makes
designed to ensure breadth of knowledge and to promote	that originates with the Board	faculty representatives from	recommendations to the
intellectual inquiry. The provisions of this standard are broadly	Policy and Administrative	each instructional area, the	Academic Senate for
applicable to all instructional programs and student and learning	Regulation Council (BPARC).	deans from all academic	approval. All Senate-
support services offered in the name of the institution.		divisions on campus, and	approved curriculum is
		the VPI. Proposed	forwarded to the president
		curriculum changes are sent	who recommends it for
		to the Academic Senate for	approval to the Board of
		approval before they are	Trustees. All regularly-
		sent to the college	evaluated and updated
		president for review and	programs are reviewed by
		the Board of Trustees for	the Curriculum Committee
		approval. Board-approved	and the Academic Senate.
		curriculum is then sent to	Proposals for new programs
		the Chancellor's Office of	or substantive changes are
		the California Community	considered by the
		College system. New	Curriculum Committee, the
		programs and substantive	Academic Senate, the deans
		changes are reported to the	who are involved in the
		ACCJC as needed. The Board	program,
		of Trustees ensures the	
		academic integrity of the	
		teaching-learning	and any affected strategic
			planning committee,

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard		processes/Responsibilities process through the development of instructional board policies, including policies on academic freedom and student academic honesty. The college is responsible for implementing these policies. All instructional programs on campus engage in regular evaluation and continuous improvement through curriculum review, the annual assessment of student learning outcomes on the course and program levels, and through systematic and regular program review. Each department is responsible for documenting these	•

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		Career Technical Education	curriculum and program
		(CTE) programs also meet	review, and the regular
		regularly with their advisory	assessment of student
		committees to evaluate the	learning outcomes at the
		effectiveness of their	course and program levels.
		course, certificate, and	Institutional SLOs for all
		degree offerings.	students completing a
		General Education	degree or transfer program
		Institutional SLOs for all	are approved by the
		students completing a	Academic Senate and
		degree or transfer program	assessed by assessing SLOs
		are approved and monitored	in courses mapped to the
		by the EPA Committee and	institutional SLOs. All Career
		the Academic Senate. The	and Technical Education
		Online Education Program is	(CTE) programs also meet
		administered by the dean of	regularly with their advisory
		online education and	committees to evaluate the
		learning resources in close	effectiveness of their
		collaboration with the	course, certificate, and
		Online Education Committee	degree offerings. Courses
		(OEC). The OEC is a standing	offered in whole or in part
		committee of the Academic	using on-line instruction
		Senate and is composed of	(any instruction not
		members from all	considered face-to-face) go
		constituent groups. The	through a separate approval
		chair of the committee is a	process by a workgroup of
		faculty member who works	the Curriculum Committee.
		closely with the dean of	Subsequent approval
		learning resources and	follows the same process as
		online education on	other curricular matters.
		instructional issues related	The Vice President for
		to online education.	Instruction (VPI) is
		Courses offered through	

		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		mediated instruction go through a separate curriculum approval process. The Academic Senate has an approved Program Vitality Policy that ensures that students are able to complete their education when a certificate or degree program is eliminated. The Vice President for Instruction (VPI) is responsible for the accuracy of the course catalog and class schedule.	responsible for the accuracy of the print and electronic versions of the course catalog and class schedule.
II.A. Instructional Programs II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	Secondary	Primary	Primary
II.A. Instructional Programs 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	Secondary	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.			
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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)	Secondary	Primary	Primary

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.A. Instructional Programs 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)	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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)	Secondary	Primary	Primary

Standard	District Services Processes/Responsibilities		Irvine Valley Processes/Responsibilities
II.A. Instructional Programs 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)	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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	Secondary	Primary	Primary

Standard			Irvine Valley Processes/Responsibilities
development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)			
II.A. Instructional Programs II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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.	Secondary	Primary	Primary
II.A. Instructional Programs 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	Secondary	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
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.			
II.B. Library and Learning Support Services	The Vice Chancellor of Technology & Learning Services and the District Information Technology team maintain the technology infrastructure for the colleges through the MySite portal to online services and Blackboard course management system and its attendant programs. The district also supports student learning outcomes, curriculum development and program review through software programs such as CurricUNET, inFORM, and TracDat.	The Learning Resource Center (LRC), which includes the Library and the LRC Tutoring Center, is managed by the dean of online education and learning resources. The library has six full-time librarians who coordinate the following aspects of library services: reference, circulation, acquisitions, instruction and information competency, distance learning, and systems. Student computer labs are found in the library and in other instructional buildings on campus, and are maintained by the Innovation and Technology Center (ITC). The college's course management system, Blackboard, is maintained by the district in conjunction with the College's Faculty Center for Student Success. Students can receive technical	The college provides and supports student and faculty access to books, periodicals, media, on-line reference databases and other collections. The library and learning support services conduct program reviews and AURs to assess the adequacy of holdings and their effectiveness as well as to identify needs. Resource Request forms may be submitted to the appropriate strategic planning group to request needed resources. The college supports student computer labs in the library and in other centers around the campus, and the Student Success (tutoring) Center. The district office develops and/or maintains technology programs shared by the colleges, with input from the

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	Processes/Responsibilities	assistance in the computer	colleges, to identify and prioritize needs for student learning, support services, and administrative services. The college has an active On-Line Education Task Force (OETF) and Technology Task Force.

Standard			Irvine Valley Processes/Responsibilities
II.B. Library and Learning Support Services 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)	Secondary	Primary	Primary
II.B. Library and Learning Support Services 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.	Secondary	Primary	Primary
II.B. Library and Learning Support Services 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.	Secondary	Primary	Primary

			Irvine Valley Processes/Responsibilities
II.B. Library and Learning Support Services 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)	Secondary	Primary	Primary
II.C. Student Support Services II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	Secondary	Primary	Primary
II.C. Student Support Services 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.	Secondary	Primary	Primary

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.C. Student Support Services 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)	Secondary	Primary	Primary
II.C. Student Support Services 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.	Secondary	Primary	Primary
II.C. Student Support Services 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.	Secondary	Primary	Primary

Standard			Irvine Valley Processes/Responsibilities
II.C. Student Support Services 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, certificate and transfer goals. (ER 16)	Secondary	Primary	Primary
II.C. Student Support Services II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	Secondary	Primary	Primary
II.C. Student Support Services 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.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
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. Human Resources	The Office of Human Resources assists all supervisors in the evaluation process for all employees. This area has also seen some significant changes through the use of all electronic evaluations for all employees. This new program can generate evaluation reports for each manager to review the needs of evaluations for each employee under their direction. The Vice Chancellor of Human Resources & Employer/Employee Relations is responsible for maintaining and updating bargaining unit agreements. District HR maintains all personnel records and provides oversight for issues of equity and diversity, including	The Full-Time Faculty Hiring Prioritization Committee, a standing committee of the Academic Senate composed of faculty members from each instructional area, the deans, and the VPI, forwards a prioritized list of needed positions to the college president annually. The prioritized positions are based upon identified program needs as documented in program reviews and the Strategic Plan. The president reviews the list and forwards it to the chancellor and Board of Trustees for approval. When a position is approved for hiring, the college president and the	The college identifies needed positions for full-time faculty, classified staff, and administrators as part of its annual program review and strategic planning cycle. The college has processes in place for prioritization of each type of permanent position. Full-time faculty hiring is regularly addressed in response to data-driven identification of program development, academic separations, and administrative projections. The Academic Senate and Office of Instruction, in consultation with the institutional researchers, develop a hiring priority list from resulting data, and

appropriate data on diversity in hirring. The District Sabbatical Committee, co-chaired by a faculty member and the Vice Chancellor of Human Resources, reviews all applications for faculty sabbatical and forwards a recommended list to the Board of Trustees. The Board of Trustees approves the number of faculty and staff hired by the colleges and sabbatical leaves for faculty. The Vice Chancellor for Business Services is responsible for oversight of employee Payroll, Benefits, and Resources. Resources. Academic Senate appoint individuals to serve on the hirring committee. Requests for classified staff and managers are prioritized by for cassified staff and manager	Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Professional recommendation to the		appropriate data on diversity in hiring. The District Sabbatical Committee, co-chaired by a faculty member and the Vice Chancellor of Human Resources, reviews all applications for faculty sabbatical and forwards a recommended list to the Board of Trustees. The Board of Trustees approves the number of faculty and staff hired by the colleges and sabbatical leaves for faculty. The Vice Chancellor for Business Services is responsible for oversight of employee Payroll, Benefits, and Risk Management areas which integrate with Human	Academic Senate appoint individuals to serve on the hiring committee. Requests for classified staff and managers are prioritized by the College Resource Committee (CRC) in accordance with the Strategic Plan and other considerations then forwarded to Consultation Council and the president for further discussion and approval. The college president forwards position requests to the chancellor and the Board of Trustees for approval. When a position is approved for hiring, individuals are appointed to serve on the hiring committee pursuant to the appropriate board policy. The hiring process for all positions is coordinated by the district human resources office to ensure fairness and confidentiality. The college has several ethics policies pertaining to each of the constituent groups on campus: a Faculty Code of Ethics and	recommends identified faculty positions based on a three-tier formalized process: the Academic Senate makes recommendations for the first two tiers based on the proportion of a unit's faculty work load accomplished by full-time faculty contractual load. For the first tier, the units considered are schools, and for the second tier, programs as defined by units submitting program reviews. The Office of Instruction recommendations, tier 3, are based on the deans' recommendations which consider special programmatic needs not sufficiently reflected in the senate's purely numerical analysis, predictions of nearfuture needs, and new or projected programs that have not yet been able to accrue historical data. The compiled list is presented to the Academic Senate for approval and

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		Standards developed by the	College President, who
		Academic Senate; a Code of	forwards his
		Ethics for Classified Staff	recommendations to the
		developed by their	chancellor and the Board of
		bargaining unit; a Statement	Trustees for approval.
		of Ethics for Administrators	Approved positions are
		and Managers developed by	activated through collegial
		the District Leadership Team	consultation. The Academic
		(DLT); the Law Enforcement	Senate and College
		Code of Ethics Statement	President appoint
		developed by the Police	individuals to serve on
		Officers Association; and an	search committees in
		Associated Student	accordance with district
		Government (ASG) Code of	hiring policies. Requests for
		Ethics developed by the ASG	classified hiring are
		Senate. Academic	forwarded through
		administrators and classified	respective managers,
		managers are responsible	directors and deans. The
		for the evaluation of	Classified Senate, in
		employees under their	collaboration with the Office
		direct supervision in	of the President, establishes
		accordance with the	a list of classified employee
		bargaining unit contracts.	needs. Prioritization is
		The college has nine	determined through the
		scheduled days of	four strategic planning
		professional development	committees who inform a
		each year, as well as other	specially convened
		opportunities available	Classified Hiring Priority List
		throughout the year.	Development Work Group
		Professional development	comprised of
		activities for faculty are	administrators, classified
		coordinated and evaluated	managers, classified staff,
			and faculty members. The
			final prioritized list for

		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		by the Academic Senate appointed flexible calendar program coordinator and the Institute for Teaching and Learning, coordinated by faculty. Professional development for classified staff is coordinated and evaluated by the Classified Senate and the Staff Development Committee.	classified positions is sent to the Strategic Planning and Accreditation Committee for consensus and recommendation to the President. The college works with District Services to ensure that EEO policies are observed during all hiring processes the college administration is responsible for implementing policies regarding treatment and evaluation of employees. District Services supports the college by advertising positions, managing applications, and facilitating the screening and hiring process.
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.	Shared	Shared	Shared

Standard			Irvine Valley Processes/Responsibilities
III.A. Human Resources III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	Secondary	Primary	Primary
III.A. Human Resources III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	Shared	Shared	Shared
III.A. Human Resources 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.	Primary	Secondary	Secondary
III.A. Human Resources 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	Shared	Shared	Shared

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
encourage improvement. Actions taken following evaluations are formal, timely, and documented.			
III.A. Human Resources 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.	Shared	Shared	Shared
III.A. Human Resources 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)	Shared	Shared	Shared
III.A. Human Resources 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.	Shared	Shared	Shared

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.A. Human Resources 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)	Shared	Shared	Shared
III.A. Human Resources 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)	Shared	Shared	Shared
III.A. Human Resources 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.	Primary	Secondary	Secondary
III.A. Human Resources 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.	Primary	Secondary	Secondary

Standard	District Services	Saddleback	Irvine Valley
	Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
III.A. Human Resources			
III.A.13.			
The institution upholds a written code of professional ethics for	Shared	Shared	Shared
all of its personnel, including consequences for violation.			
III.A. Human Resources			
III.A.14.			
The institution plans for and provides all personnel with			
appropriate opportunities for continued professional			
development, consistent with the institutional mission and	Shared	Shared	Shared
based on evolving pedagogy, technology, and learning needs.	J	J	0.14.04
The institution systematically evaluates professional			
development programs and uses the results of these			
evaluations as the basis for improvement.			
III.A. Human Resources			
III.A.15.			
The institution makes provision for the security and	Primary	N/A	N/A
confidentiality of personnel records. Each employee has access	,		,
to his/her personnel records in accordance with law.			
III.B. Physical Resources	The Chancellor and Vice	The director of facilities and	The Director of Facilities
	Chancellor of Business Services	the Facilities, Maintenance,	and the Facilities and
	have overall responsibility for	and Operations Department	Maintenance Department is
	district-wide resource planning	are responsible for the	responsible for the
	for facilities. Capital	·	operations and
	Improvement Committee (CIC),	of all physical resources at	maintenance of all physical
	is a district-wide committee	the college.	resources at the college.
	with participatory governance,	Decisions regarding routine	Decisions regarding routine
	led by the Vice Chancellor of	operations are made by the	operations are made by the
	Business Services. The district-	college president, the	Vice President for
	wide Capital Improvement	-	Administrative Services, the
	Committee (CIC), which consists	vice president for	Director of Facilities and the
	of all fiscal officers,		Assistant Director

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	facilities leadership, and	administrative services.	of Facilities. The director of
	academic senate presidents,	Long-term facilities planning	facilities reports all changes
	works in coordination with the	is overseen by PBSC and	to inventory, room usages
	colleges on long-term planning	Consultation Council	and square foot
	for facilities. In collaboration	through the evaluation of	modifications to the
	with the colleges, the Executive	needs as documented in PRs	Executive Director of
	Director of Facilities Planning/	and AURs, the college	Facilities
	Purchasing/Materials	Strategic Plan, scheduled	Planning/Purchasing/
	Management is responsible for	maintenance plans, the	Materials Management
	facilitation of the development	College Facilities Master	annually. Long-term facilities
	of the District-wide Education	Plan, and the SOCCCD	planning is coordinated
	and Facilities Master Plan 2011-	Educational and Facilities	primarily with the Budget
	2031 (Long-term Plan), the	Master Plan. College plans	Development and Resource
	planning and administration of	are reviewed and updated	Planning Committee
	renovation and new	annually by the Facilities	(BDRPC) and the Strategic
	construction bids and contracts,	Committee in order to meet	Planning and Accreditation
	and the submission of reports to	all building, fire, seismic,	Council (SPAC) through the
	the state that result in funding	and environmental health	submission and evaluation
	eligibility of construction,	laws and requirements. The	of resource requests. The
	renovation and scheduled	director of facilities is	College Facilities and
	maintenance. Both district-wide	responsible for rectifying	Education Master Plan, and
	and college plans drive	any potential safety risks	state and district scheduled
	allocation of resources for	and hazards.	maintenance plans are used
	1 -	The director of safety and	to record the long- term
	scheduled maintenance,	security/chief of police and	campus planning.
	information technology and	the Safety and Disaster	Facilities plans are
	other capital projects as outlined	Preparedness Committee	reviewed and updated
		ensure that the college	annually by BDRPC, SPAC,
	manager is responsible for	complies with established	and President's Executive
	property and general liability	safety standards. The	Council to ensure that the
	programs, identification of	college also has a Crime	College meets all building,
	hazards and safety issues, safety	Awareness and Prevention	fire, seismic, and
	training, and maintaining all Cal-	Program to ensure and	environmental health laws
	OSHA		

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	mandated programs. The district's contracted property and liability carrier conducts annual inspections of college facilities and presents a loss trend report at the annual Risk Action Improvement Plan meeting attended by the Risk Manager, the Vice Chancellor of Human Resources & Employer/Employee Relations, the Vice Chancellor of Business Services, the college presidents, and the college directors of facilities. Discussion revolves around worker's compensation claims and prevention, property liability, and safety training. Equipment and other assets are safeguarded through board policies and administrative regulations for asset management and inventory control, with oversight provided by the Vice Chancellor of Business Services and the Director of Facilities Planning.	maintain safety campus wide. The VPI selects offsite facilities with input from divisions to ensure the facilities are adequate and in compliance with relevant safety and security requirements. PBSC reviews all requests for funding to ensure they are in alignment with college planning initiatives before forwarding them to the Consultation Council for final recommendations.	and requirements. The director of facilities coordinates with the Executive Director of Facilities Planning/ Purchasing/Materials Management when managing major capital projects to ensure that all regulations enforced by the Division of the State Architect and public contracting code requirements are met. The Director of Facilities is responsible for rectifying any potential safety risks and hazards. The Director of Safety and Security/Police Chief and the Safety Committee ensure that the College complies with established safety standards. The college also has a Crime Awareness and Prevention Program to maintain safety campus wide. The VPI selects off-site facilities with input from any affected schools to ensure the facilities are adequate and in compliance with

Standard	District Services	Saddleback	Irvine Valley
	Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
			relevant safety and security requirements.
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.	Secondary – Safety Shared	Primary – Safety Shared	Primary – Safety Shared
	– Facilities	– Facilities	– Facilities
III.B. Physical Resources III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	Secondary – Safety Shared	Primary – Safety Shared	Primary – Safety Shared
	– Facilities	– Facilities	– Facilities
III.B. Physical Resources 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.	Shared	Shared	Shared
III.B. Physical Resources 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.	Shared	Shared	Shared

Technology & Learning Services is responsible to lead technology and institutional effectiveness planning through the mechanisms of the: Learning Services Coordination Services and the Innovation and Technology Center (ITC) are primarily responsible for ensuring that the college's technology needs through technological needs are met, systematic review of current and that all systems and committee, District-wide hardware are well- Technology Center (ITC) with the entire college community, identifies technological needs are met, and that all systems and services. The Technology Committee, District maintained. The college's and the Innovation and Technology community, identifies technology needs through that all systems and services. The Technology Committee, District maintained. The college's and the Innovation and Technology community, identifies technology needs through that all systems and services. The Technology Committee, District maintained. The college's and the Innovation and Technology community, identifies technological needs are met, and that all systems and services. The Technology Committee, District maintained. The college's are primarily responsible for ensuring that the college's technology needs through the maintained. The college's are primarily responsible for ensuring that the college's technology needs through the maintained that all systems and the Innovation and Technology community, identifies the college's technological needs are met, and the Innovation and Technology community, identifies the college's technological needs are met, and the Innovation are primarily responsible for ensuring that the college's technology the community, identifies the college's technology the community and the college's technology the community are primarily responsible for ensuring that the college's technology the community are primarily responsible for the college's technology the community are primarily responsible for the college's technology the community are primarily responsible for the college's t	Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
District Institutional Research and Technology Committee, inFORM Reporting Committees, and College and District Research and Planning Committee. Committee addresses technological needs relating to online instruction and forwards recommendations to the Director of Technology Services. The technological needs of faculty are handled by the Faculty Center for Student Success and the ITC. Student technological assistance is available in the various Committee. Committee. Annually to address technological sadvancements, teaching and ladvancements, teaching and advancements, teaching and ladvancements, teaching and ladvancements, teaching and ladvancements, teaching and cordinal plan accordingly. The interchology is integrated with instruction and forwards recommittee. Technological needs relating to online instruction and forwards recommendations to the Director of Technology Services. The dadwin instruction and implementing its own IVC Technology Services. The technological needs of faculty are handled by the campus Technology Services. The te	III.C. Technology Resources	Technology & Learning Services is responsible to lead technology and institutional effectiveness planning through the mechanisms of the: Learning Services Coordination Committee, District-wide Technology Committee, District Online Education Committee, District Institutional Research and Technology Committee, inFORM Reporting Committees, and College and District Research and Planning	Services and the Innovation and Technology Center (ITC) are primarily responsible for ensuring that the college's technological needs are met, and that all systems and hardware are wellmaintained. The college's Technology Plan is updated annually to address technological advancements, teaching and learning needs, and college planning initiatives. The DE Committee addresses technological needs relating to online instruction and forwards recommendations to the Director of Technology Services. The technological needs of faculty are handled by the Faculty Center for Student Success and the ITC. Student technological assistance is available in the various computer labs on campus and through Blackboard Support Services, available	with the entire college community, identifies technology needs through systematic review of current services. The Technology Advisory Task Force (TATF) and the On- Line Education Task Force (OETF) assess identified campus needs and plan accordingly. The intent is to ensure that the technology is integrated with instruction and student services to support student success. This has resulted in the college developing and implementing its own IVC Technology Master Plan. All of the technology support needs of faculty, staff, and administration are handled by the campus Technology Services Department. Blackboard 24/7 support center provides Blackboard classroom support for both

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
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.	Shared	Shared	Shared
III.C. Technology Resources 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.	Shared	Shared	Shared
III.C. Technology Resources 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.	Shared	Shared	Shared
III.C. Technology Resources 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.	Shared	Shared	Shared
III.C. Technology Resources III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared	Shared	Shared

Standard	District Services		Irvine Valley
	Processes/Responsibilities	Processes/Responsibilities	Processes/Responsibilities
III.D. Financial Resources - Planning	Budget Development Guidelines	The vice president for	The Budget Development
	are approved by the Board of	administrative services	and Resource Planning
	Trustees, as well as financial,	oversees all financial	Committee (BDRPC) is
	human resources, and facility	planning and budget	charged with oversight and
	resources related board policies.	development at the college.	the annual, systematic
	The Board of Trustees approves	PBSC guides the strategic	evaluation of planning and
	the Tentative and Final Budgets	planning process and the	budget development
	for the SOCCCD. The Chancellor	implementation of the	processes as well as
	and the Vice Chancellor of	Strategic Plan. All new	reviewing the evaluations of
	Business Services are	expenditure	the stated outcomes.
	responsible for determining the	recommendations go	Resource allocation planning
	amount of District resources	through this body to ensure	is based on input from
	available to the Colleges'	that all requests for	program reviews, AURs, and
	operating budgets.	expenditures are in	a variety of other sources of
	The Vice Chancellor of Business	compliance with the	information concerning
	Services chairs the District	strategic planning process	college functions and efforts
	Resources Allocation Committee	before they are forwarded	to improve institutional
	(DRAC). DRAC includes members	-	operations and deliver
	from all constituent groups at		services to promote student
	the colleges, and its purpose is	recommendations to the	success. All members of the
	to develop the methods and	college president. Both PBSC	college community are
	procedures used for the	and the Consultation Council	represented on the
	allocation of available	•	committee and participate
	unrestricted general fund	college constituent groups,	in the decision-making
	resources consistent with Board		process regarding the
	adopted budget guidelines. BP	bodies.	allocation of resources in
	3110 Basic Aid Allocation and AR	Final decisions and	accordance with the
	3110 outline the basic aid	accountability rest with the	Strategic Plan. Funds within
	allocation process. The Vice	college president.	the college are allocated
	Chancellor of Business Services		according to the Strategic
	is the primary financial officer		Planning and Budget
	for the district, with		Development Process,
	responsibility for and oversight		

FIG	strict Services ocesses/Responsibilities	Irvine Valley Processes/Responsibilities
fin coi Fact and over EFT Co Fact Schrame character and part and part application and part ap	the district's fiscal health, ancial audits, internal ntrols, and financial reporting. cilities planning, purchasing, d construction, including ersight of the District-wide MP (Long-Term Plan), 5 Year onstruction Plan, and 20 Year cilities, Renovation, and heduled Maintenance Plans e also part of the vice ancellor's overall leadership d committee chair sponsibilities. The committees e open, inclusive, and rticipatory governance in ture. The Vice Chancellor of isiness Services reviews and proves all contractual reements which are ratified d/or approved by the Board of ustees, depending on dollar lue. The District Services anning Committee is sponsible for reviewing district rvices administrative unit views and integrating district rvices planning to budget.	which provides a means for setting priorities for funding institutional improvement. The Comprehensive Program Review Process is designed to integrate College and Departmental Goals and planning objectives, including those related to student learning outcomes, to the Strategic Planning and Budget Development Process. In order to integrate financial planning with institutional planning with institutional planning Committees prioritize requests for resources aligned with the Mission Statement and College Goals. A five-year assessment of resources is required (where appropriate) for each resource request which projects future needs and spending, and allows the institution to establish priorities among competing needs in such a manner that future funding requirements can be predictable and in line with

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
			revenue projections. Recommendations from the four SPCs are compiled for consideration by SPAC, which forwards its recommendations to the President, who, often after consultation with the president's Executive Council, makes final funding decisions. The college maintains adequate reserves for contingencies and sound financial management practices in order to ensure fiscal stability.
III.D. Financial Resources - Planning 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)	Primary – District-wide Primary – District Services Secondary - College	Primary	Primary
III.D. Financial Resources - Planning 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	Primary – District-wide Secondary - College	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Constitution (Constitution Constitution Cons	r rocesses/ responsibilities	riocesses/ responsibilities	r rocesses/ Responsibilities
financial stability. Appropriate financial information is			
disseminated throughout the institution in a timely manner.			
III.D. Financial Resources - Planning			
III.D.3.			
The institution clearly defines and follows its guidelines and			
	Primary – District-wide	Primary	Primary
all constituencies having appropriate opportunities to	Secondary - College	, ,	,
participate in the development of institutional plans and			
budgets.			
III.D. Financial Resources – Fiscal Responsibility and Stability			
III.D.4.			
	Primary – District-wide	Primary	Primary
resource availability, development of financial resources,	Secondary - College	1 milary	1 Times y
partnerships, and expenditure requirements.			
III.D. Financial Resources – Fiscal Responsibility and Stability			
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	Shared	Shared	Shared
dependable and timely information for sound financial decision	5.1.2.03	5.13.03	
making. The institution regularly evaluates its financial			
management practices and uses the results to improve internal			
control systems.			
III.D. Financial Resources – Fiscal Responsibility and Stability			
III.D.6.			
Financial documents, including the budget, have a high degree			
of credibility and accuracy, and reflect appropriate allocation	Shared	Shared	Shared
and use of financial resources to support student learning			
programs and services.			

Standard			Irvine Valley Processes/Responsibilities
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability 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.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability 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.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability 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.	Shared	Shared	Shared

Standard			Irvine Valley Processes/Responsibilities
III.D. Financial Resources – 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.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities 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.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities 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.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities 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.	Shared	Shared	Shared

Standard			Irvine Valley Processes/Responsibilities
III.D. Financial Resources – Liabilities 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.	Shared	Shared	Shared
III.D. Financial Resources – 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.	Shared	Shared	Shared

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard IV: Leadership and Governance	The Chancellor is the Chief	The president is the chief	The President is the Chief
The institution recognizes and uses the contributions of	Administrative Officer of the	executive officer of the	Executive Officer of the
leadership throughout the organization for promoting student	district, and is granted full	college, and is granted	college, and is granted
success, sustaining academic quality, integrity, fiscal stability,	authority and responsibility by	authority and responsibility	authority and responsibility
and continuous improvement of the institution. Governance	the Board of Trustees for the	by the chancellor and the	by the chancellor and the
roles are defined in policy and are designed to facilitate	proper conduct of the business	Board of Trustees for	Board of Trustees for
decisions that support student learning programs and services	and educational programs of	planning and for the	planning and for the
and improve institutional effectiveness, while acknowledging	the district. The chancellor is	development of	development of
the designated responsibilities of the governing board and the	responsible for the overall	participatory processes at	participatory processes at
chief executive officer. Through established governance	effectiveness of 15 standing	the college. College	the college. College
structures, processes, and practices, the governing board,	district-wide committees and	processes have been	processes have been
administrators, faculty, staff, and students work together for	other various task forces that	established to provide for	established to provide for
the good of the institution. In multi-college districts or systems,	are inclusive of all constituent	the effective participation of	the effective participation of
the roles within the district/system are clearly delineated. The	groups at both colleges and	faculty, staff, management,	faculty, staff, management,
multi-college district or system has policies for allocation of	district services. The chancellor	and students. The college	and students. The college
resources to adequately support and sustain the colleges.	serves as the secretary of the	has an open and well-	has an open and well-
	Board of Trustees, and is	defined committee	defined committee
	responsible for keeping the	structure, as documented in	structure, as documented in
	board apprised of all	our 2016- 2017 Governance	our regularly revised and
	accreditation activities.	and Organization Manual,	updated Planning and
		which provides numerous	Decision Making Manual,
	District-wide processes have	opportunities for individuals	which provides numerous
	been established to provide for	in each constituent group to	opportunities for individuals
	effective participation of faculty,	participate in the	in each constituent group to
	staff, management, and	governance process. The	participate in the
	students. On a district-wide	Academic Senate, Classified	governance process. The
	basis, there is a well-defined and	Senate, classified managers,	Academic Senate, Classified
	open committee structure, as	academic administrators,	Senate, management, and
	documented in the SOCCCD	and Associated Student	Associated Student
	Planning and Decision Making	Government have	Government have
	Manual, providing numerous	procedures in place to	procedures in place to select
	opportunities for individuals in		their representatives
	each constituent group to		
	participate in the governance		

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	process. The Chancellor's Council is composed of members from participatory governance groups and provides input to the chancellor on a variety of matters. The District-wide Planning Council, a participatory governance strategic planning group, is a permanent council responsible for the coordination and integration of strategic planning district-wide. The Vice Chancellor of Business Services is responsible for maintaining Board policies which describe the role and scope of authority of faculty and staff within the decision- making process. Board policies govern the allocation of resources district-wide and participatory governance committees share in the decision making for allocation of all resources through various district-wide committees.	select their representatives to serve on campus committees and decision-making bodies. The Consultation Council, composed of members from all constituent groups, is responsible for making recommendations to the college president in alignment with the Strategic Plan and other planning documents. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through college practices. The college relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program	to serve on campus committees and decision-making bodies. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through college policies and practices. SPAC, composed of members from all constituent groups, is responsible for making recommendations to the College President in alignment with the Strategic Plan and other planning documents. The College relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program Review and

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		serves as the Accreditation Liaison Officer, and the Accreditation Steering Committee is co-chaired by the VPSS, an Academic	SLO assessment are faculty-driven processes, coordinated by the Institutional Effectiveness Committee (one of four college strategic planning committees) and the SLO Task Force, respectively. The accreditation self-evaluation process is a collaborative process using workgroups with broad representation of all college constituent groups, co-chaired by members of the faculty and management. The VPI is the ALO.
IV.A Decision-Making Roles and Processes IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	Shared	Shared	Shared

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.A Decision-Making Roles and Processes 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.	Shared	Shared	Shared
IV.A Decision-Making Roles and Processes 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.	Shared	Shared	Shared
IV.A Decision-Making Roles and Processes 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.	Secondary	Primary	Primary
IV.A Decision-Making Roles and Processes 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.	Shared	Shared	Shared

Standard			Irvine Valley Processes/Responsibilities
IV.A Decision-Making Roles and Processes IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	Shared	Shared	Shared
IV.A Decision-Making Roles and Processes 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.	Shared	Shared	Shared
, , , , , , , , , , , , , , , , , , , ,	Primary – District-wide Secondary – College	Primary	Primary
IV.B Chief Executive Officer 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.	Primary – District-wide Secondary – College	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	Primary – District-wide Secondary – College	Primary	Primary
IV.B Chief Executive Officer 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.	Primary – District-wide Primary – District Services Secondary – College	Primary	Primary
IV.B Chief Executive Officer 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.	Primary – District-wide Primary – District Services Secondary – College	Primary	Primary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
V.B Chief Executive Officer V.B.6. The CEO works and communicates effectively with the communities served by the institution.	Primary – District-wide Secondary – College	Primary	Primary
V.C Governing Board	The Board of Trustees, with the assistance of the chancellor, is responsible for the adoption, deletion, and modification of all board policies. BPARC, which includes representatives from all constituent groups at the district and both colleges, is responsible for regularly evaluating board policies and drafting recommended changes to the policies and their associated administrative regulations. These are then forwarded to the chancellor and the board for review, revision, and approval. The Director of Public Affairs and Government Relations in the Chancellor's Office maintains a district website which includes all approved board policies, administrative regulations, and other pertinent district and Board of Trustees information. This includes a policy on the hiring and evaluation of the Chief Executive Officer at the colleges and the district. In	The president is the Chief Executive Officer of the college responsible for implementing the college's Strategic Plan and district policies, as well as state statutes and regulations. The president reports to, assists, and supports the chancellor. The president's administrative organization is the established authority on campus and the college president is the final authority at the college level. In this role, the president oversees all operations at the college, provides leadership to the college processes in regards to planning, decisionmaking, and evaluation, ensuring that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the college budget and tying resource	The president is the Chief Executive Officer of the college responsible for implementing the College's Strategic Plan and District policies, as well as state statutes and regulations. The president reports to, assists, and supports the chancellor. The president's administrative organization is the established authority on campus and the college president is the final authority at the college level. In this role, the president oversees all operations at the college, provides leadership in regard to planning, decision-making, and evaluation, making sure that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the college budget and tying resource

District Services		Irvine Valley Processes/Responsibilities
Processes/Responsibilities accordance with this policy, the chancellor is responsible for recommending the selection of the college presidents, and for the supervision and evaluation of the college presidents. The Board of Trustees is responsible for maintaining the financial stability of the district. The board reviews and approves the district budget and the college budgets in accordance with its financial philosophy and accompanying guidelines. The Board of Trustees is responsible for ensuring the education quality of the colleges. The board reviews and approves all curriculums, approves all hiring, and develops policies consistent with the mission statements of the colleges and district. The Board of Trustees hires the Chief Executive Officer of the district. The chancellor is responsible for determining and clearly defining the role of the district office in relation to the operation of the colleges, and is responsible for ensuring the effective operation of the colleges through district	Processes/Responsibilities allocation to planning. The president is also responsible for community and public relations. He works and communicates with the communities served by the college in a variety of ways, such as through student outreach, marketing, the college foundation, and external relationships developed by academic	Irvine Valley Processes/Responsibilities allocation to planning. The president is also responsible for community and public relations. He works and communicates with the communities served by the college in a variety of ways, such as through student outreach, marketing, college foundation, and external relationships developed by academic programs.

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	•	Processes/ Nesponsibilities	Frocesses/ Responsibilities
	support. The chancellor is		
	responsible for working directly		
	with the Board of Trustees, and		
	for communicating the needs of		
	the colleges to the board and to		
	offices within District Services.		
	The chancellor is also		
	responsible for keeping the		
	Board of Trustees informed		
	about the accreditation process.		
	The chancellor has the overall		
	responsibility for the functions		
	and services that the District		
	Services departments provide		
	for the colleges. The executive		
	offices within District Services		
	are the: Office of the Chancellor		
	and Trustee Services; Office of		
	the Vice Chancellor of Business		
	Services; Office of the Vice		
	Chancellor of Technology &		
	Learning Services; and Office of		
	the Vice Chancellor of Human		
	Resources & Employer		
	/Employee Relations. District		
	Services include accounting,		
	benefits, employee relations,		
	facilities planning, fiscal services,		
	human resources, information		
	technology, institutional		
	research and planning, legal,		
	payroll, public affairs and		
	government relations,		
	po comment relations,		

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	purchasing, risk management, and warehouse/mailroom. The chancellor is responsible for the evaluation of District Services and the communication of results. The Board of Trustees maintains a board policy for a code of ethics that includes a policy for dealing with behavior that violates the code. The Board of Trustees completes a cycle of routine self-evaluations to assess board performance, which is clearly defined, implemented and part of published board policies.		
IV.C Governing Board 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. (ER 7)	Primary	Secondary	Secondary
IV.C Governing Board 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.	Primary	Secondary	Secondary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.C Governing Board 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.	Primary	Secondary	Secondary
IV.C Governing Board 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. (ER 7)	Primary	Secondary	Secondary
IV.C Governing Board 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.	Primary	Secondary	Secondary
IV.C Governing Board 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.	Primary	Secondary	Secondary
IV.C Governing Board 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.	Primary	Secondary	Secondary

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.C Governing Board 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.	Shared	Shared	Shared
IV.C Governing Board 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.	Primary	Secondary	Secondary
IV.C Governing Board 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.	Primary	Secondary	Secondary
IV.C Governing Board 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	Primary	Secondary	Secondary

Standard		Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
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. (ER 7)			
IV.C Governing Board IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	Primary	Secondary	Secondary
IV.C Governing Board IV.C.13. The governing board is informed about the eligibility requirements, the accreditation standards, commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	Shared	Shared	Shared
IV.D Multi-College Districts or Systems 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.	Primary	Secondary	Secondary

Standard			Irvine Valley Processes/Responsibilities
IV.D Multi-College Districts or Systems 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.	Primary	Secondary	Secondary
IV.D Multi-College Districts or Systems IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	Primary	Secondary	Secondary
IV.D Multi-College Districts or Systems 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.	Primary	Secondary	Secondary

SOCCCD Function Map

Standard			Irvine Valley Processes/Responsibilities
IV.D Multi-College Districts or Systems IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	Primary	Secondary	Secondary
IV.D Multi-College Districts or Systems 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.	Primary	Secondary	Secondary
IV.D Multi-College Districts or Systems 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.	Primary	Secondary	Secondary

<u>Certification of Continued Institutional Compliance with Eligibility Requirements</u>

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 (<u>ER 1-01</u>) by the authority of the Board of Governors of the California Community Colleges. Locally governed by an elected BOT, the College is authorized to operate (<u>ER 1-02</u>) 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 5,388 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 1,222 degrees awarded in 2009-2010, and 1,423 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), 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 requires 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 institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board of SOCCCD announced the appointment of Dr. Tod A. 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 institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

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 2014-2015 as a result of the audit.

The College default rates fall within the acceptable range (<u>ER 5-07</u>). 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. Public Notification of an Evaluation Team Visit and Third Party Comment

The College complied with ACCJC's *Policy on Right and Responsibilities of the Commission and Member Institutions*. Accreditation activities are organized through the College's Accreditation Steering Committee who report back to the tri-chairs of the committee and the college president. The ALO, who is one of the tri-chairs on the College's Steering Committee, is the primary communicator for the College and is the contact for correspondence with ACCJC.

The College voluntarily complies with the ACCJC Standards in order to ensure student learning, effectiveness of the institution, and continuous evaluation. The College maintains a current website dedicated to accreditation, which houses both current and archived accreditation reports (CP 1-01) as well as documentation of correspondence with ACCJC. The College has documentation of timely compliance with ACCJC requests and recommendations. The College's process in compiling the self-evaluation was thoroughly inclusive of all constituent groups, including faculty, staff, administrators and managers (CP 1-02). Beginning in fall 2016, well in advance of its final draft, the College's accreditation team put forward drafts to solicit feedback (CP 1-03). To date, the accreditation reviewing website (CP 1-04) has had over 300 unique visitors and 50 qualitative comments.

2. 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 2-01); persistence rates defined as enrollment in three consecutive primary terms (CP 2-02); the 30 units rate, defined as six-year completion rates of 30 units (CP 2-03); and the remedial completion rate, defined as six-year completion rates of remedial to college-level courses (CP 2-04). The College identifies, analyzes, and defines performance indicators for successful course completion and course retention (CP 2-05), degrees and certificates (CP 2-06),

and transfers ($\underline{\text{CP 2-07}}$). The College also assesses the extent to which it serves its mission through demographic analyses ($\underline{\text{CP 2-08}}$) as well as through SEP research ($\underline{\text{CP 2-09}}$).

Through its program review process (<u>CP 2-10</u>), 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 (<u>CP 2-11</u>). 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 2-12) as well as Collegewide through the Student Success Metrics Summit (CP 2-13).

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 2-14) 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 2-15).

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.

3. Credits, Program Length, and Tuition

Through the curriculum review 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 3-01; CP 3-02). 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.

Through its rigorous curriculum approval process during which Course Outlines of Record 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 UC systems to ensure articulation (CP 3-03; CP 3-04).

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 3-05).

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."

4. 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 4-01; CP 4-02).

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 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.

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 Division 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 (<u>CP 4-03</u>). 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 (<u>CP 4-04</u>; <u>CP 4-05</u>).

5. 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 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 the Board Policy and Administrative Regulation Advisory Council (BPARAC) 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 5-01).

The College uses the Blackboard learning management system (LMS) for its DE classes. The College uses Microsoft Active Directory 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 1,348 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 5-02; CP 5-03).

6. Student Complaints

The College maintains formal policies and procedures for student complaints. These are provided for students on the College website (<u>CP 6-01</u>); in the College Catalog (<u>CP 6-02</u>); and in the SOCCCD District's Board Policies and Administrative Regulations 4000 series, Human Resources (<u>CP 6-03</u>); and 5000 series, Students, which are posted online (<u>CP 6-04</u>; <u>CP 6-05</u>).

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 6-06). 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.

7. 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 7-01) 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 Values; course, 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 BOT; 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.

8. 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 8-01). 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 8-02). 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 8-03).

The College has publicly presented on Title IV compliance (CP 8-04). A certified public accountant conducts annual external financial audits on the SOCCCD. The College is not audited as a separate entity (CP 8-05; CP 8-06; CP 8-07). 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 8-08), and the combined District/Foundations Audit Committee reviews the audit reports to identify any needed actions (CP 8-09; CP 08-10). 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 8-11) with a literacy component as a part of the loan process, and by providing a comprehensive Financial Aid Student Handbook (CP 8-12).

<u>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</u>

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.

I.A: Mission

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. (ER 6)

Evidence of Meeting the Standard

The College 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 reviewed annually 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.

The Mission, Vision and Values are posted on the Saddleback College website and prominently in the College Catalog in the section titled "About Saddleback College" (<u>I.A.1-01</u>; <u>I.A.1-02</u>) (<u>ER 6-01</u>; <u>ER 6-02</u>).

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 by 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 (<u>I.A.1-03</u>; <u>I.A.1-04</u>). 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 (PR) and strategic planning processes. Data from surveys and scans identify target occupations and potential new programs, and describe gaps that exist between target occupations and educational opportunities (<u>I.A.1-05</u>; <u>I.A.1-06</u>).

The mission of every instructional program, administrative unit, and student support service unit at the College is created in alignment with the College mission. In addition, the College mission is aligned with the South Orange County Community College (SOCCCD) mission, which reads: "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" (I.A.1-07). The College Mission meets the criteria established in the California Education Code 66010.4 (I.A.1-08).

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/or continue with lifelong learning. The SOCCCD external scan and enrollment projections identify the potential student population in the College service area. Although students seeking certificates, degrees, and transfer compose most 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 of the College through the Emeritus Institute (EI) and Community Education (CE) programs. In addition, the number of students enrolling who are underprepared for college-level work is increasing, a factor which has 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 the educational goals and objectives of this population, is identified primarily through data from the initial California Community College (CCC) application and registration updates (I.A.1-09).

To meet the diverse needs of the community and its students, the College offers 131 associate degrees, 82 certificates of achievement, and 33 occupational skills awards (<u>I.A.1-10</u>). The College enrolls approximately 26,000 students each semester (<u>I.A.1-11</u>). In 2014, nearly 4,000 students transferred to four-year institutions including 482 to the University of California (UC), 1,049 to California State University (CSU), and 2,402 to private and out-of-state institutions (<u>I.A.1-12</u>).

Since 2010, enrollments in basic skills courses have doubled (<u>I.A.1-13</u>). To support basic skills education, the College has increased coordination between basic skills instruction, the Student Success and Support Program (SSSP), and the Student Equity Plan (SEP). In addition, the Office of Planning, Research, and Accreditation (OPRA) has worked very closely with the Basic Skills Initiative (BSI) Committee and faculty to evaluate basic skills outcomes, to set goals and to allocate resources (<u>I.A.1-14</u>; <u>I.A.1-15</u>; <u>I.A.1-16</u>, <u>I.A.1-17</u>). Likewise, the College's commitment to lifelong learning is evident through CE and EI offerings. More than 16,500 learners of all ages attended CE classes in 2015-2016. Through College for Kids, the Capistrano Unified School District (CUSD) After-School Experience, and the CUSD Summer Experience, more than 800 arts, academic, STEM, personal and cultural enrichment classes were offered to almost 12,500 K-12 students in 2015-2016. In 2015-2016 the EI offered more than 200 course sections and enrolled 5,900 older adults (I.A.1-18).

The College also offers courses in a variety of instructional modalities including face-to-face, online, and hybrid. Since 2010 there has been a 50 percent increase in class sections offered online, and a 20 percent increase in online enrollments. Currently, approximately 21 percent of all courses are offered online (I.A.1-19). Thus, the College has also increased online tutoring, counseling and services to better serve the needs of online students. The addition of a dean of online education and learning resources, the development of a formal plan for online education, and the QFE for online education are evidence of the College's commitment to 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) (I.A.1-20), the OC Bridge 2 Engineering Program (I.A.1-21), the Career and Re-Entry Center (I.A.1-22), the Cooperative Agencies Resources for Education (CARE) Program (I.A.1-23), the Freshman Advantage Program (I.A.1-24), the Honors Program (I.A.1-25), a state of the art Library and Learning Resource Center (I.A.1.26), the Student Development Office (I.A.1-27), the Program Assisting Student-Athlete Success (I.A.1-28), the Transfer Center (I.A.1-29), inperson and online tutoring services (I.A.1-30), and the Veterans Education and Transition Services Center (I.A.1-31). The College's commitment to student learning and success is also

evident considering resources it has allocated to students, including over \$790,000 in scholarship awards (<u>I.A.1-32</u>).

Analysis and Evaluation

The College mission describes the College's educational purposes, student population, and degrees and credentials offered. The mission also reflects the College's commitment to student learning and success. 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

- <u>I.A.1-01</u>: Mission, Vision and Values Website (<u>ER 6-01</u>)
- <u>I.A.1-02</u>: Mission, Vision and Values Catalog (<u>ER 6-02</u>)
- <u>I.A.1-03</u>: College Data
- <u>I.A.1-04</u>: College Primary Research Program
- I.A.1-05: SOCCCD External Scan 2013
- I.A.1-06: South Orange County Economic Report
- I.A.1-07: SOCCCD Mission
- I.A.1-08: California Education Code Comprehensive Mission Statement, Article 2
- I.A.1-09: IEAR 2010-2015, Section 1, College Student Profile
- I.A.1-10: Degrees, Certificates, and Awards
- <u>I.A.1-11</u>: IEAR 2010-2015, Section 1, College Student Profile, figure 1
- I.A.1-12: Transfer Updates Fall 2016
- I.A.1-13: IEAR 2010-2015, Section 5, Development Education-Basic Skills
- I.A.1-14: Basic Skills Minutes, 02/11/16
- I.A.1-15: Basic Skills Minutes, 04/28/16
- I.A.1-16: Basic Skills Instruction Report Fall 2015
- I.A.1-17: Roadblocks Faced by Our Basic Skills Students
- I.A.1-18: IEAR 2010-2015, Section 1, College Student Profile, figure 4
- I.A.1-19: IEAR 2010-2015, Section 2, Instructional Offerings
- I.A.1-20: AVID for Higher Education
- I.A.1-21: OC Bridge to Engineering
- I.A.1-22: Career and Re-Entry Center
- I.A.1-23: Cooperative Agencies Resource for Educations (CARE) Program
- I.A.1-24: Freshman Advantage Program
- I.A.1-25: Honors Program
- I.A.1-26: Library and Learning Resource Center
- I.A.1-27: Student Development Office
- I.A.1-28: Program Assisting Student-Athlete Success (PASS)
- I.A.1-29: Transfer Center
- I.A.1-30: Tutoring Services
- I.A.1-31: Veterans Education & Transition Services (VETS) Program
- I.A.1-32: Scholarships 2015-2016

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 review, revise, and align the mission; to direct institutional priorities; to assess student achievement; and to evaluate outcomes at the course, program, unit, and institutional level. OPRA 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 (I.A.2-01). The Planning and Budget Steering Committee (PBSC), which is co-chaired by the director of OPRA, initiates the review of the mission. The annual review is guided by internal outcome and achievement data available in TracDat and the InFORM Data Warehouse, by College data and reports, and by student and employee surveys (I.A.02-2; I.A.2-03; I.A.2-04; I.A.2-05). Data from external sources, including the Student Success Scorecard, the Data Mart, and the Perkins core indicators also inform the review of the mission. Furthermore, multiyear demographic analyses are done specifically to address mission alignment and are available to the College community on the OPRA website (I.A.2-06).

A comprehensive review and alignment of the mission occurs every three years and coincides with the beginning and midterm review of the Strategic Plan. Data from the Institutional Effectiveness Annual Report (IEAR) (I.A.2-07; I.A.2-08; I.A.2-09; I.A.2-10; I.A.2-11; I.A.2-12; I.A.2-13; I.A.2-14), Districtwide surveys (I.A.2-15), the South Orange County Economic Report (I.A.2-16), and a comprehensive Districtwide external scan (I.A.2-17) inform the mission review and alignment, and are a key step in strategic planning and setting institutional priorities. The Districtwide external scan consists of a detailed data analysis about the demographics 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 mission is in alignment with that of the District.

Institutional Priorities

The College mission is central to the determination of institutional priorities and integrated planning. 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 (I.A.2-18), the College Strategic Plan (I.A.2-19), the

Student Success Support Program (SSSP) (I.A.2-20), the SEP (I.A.2-21), the BSI (I.A.2-22), the Economic and Workforce Development Plan (I.A.2-23), the Enrollment Management Plan (I.A.2-24), and the Technology Plan (I.A.2-25), to name a few. 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. Through evaluation of all integrated plans and initiatives, students' educational needs are identified and institutional priorities are aligned. 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 mission, and is measured against data provided by the CCC Chancellor's Office MIS DataMart and Student Success 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 (I.A.2-26). These measures of achievement are further analyzed by OPRA and published in reports that examine Scorecard Data trends and historical analyses of degrees, certificates, persistence, achievement, and completion and retention. (I.A.2-27; I.A.2-28; I.A.2-29; I.A.2-30). College data regarding historical transfer patterns, demographic characteristics, and locally determined success metrics are also analyzed and published on the OPRA website (I.A.2-31, I.A.2-32). Achievement data including success rates, grades, and awards are also examined at the program level and reported through PR in the inFORM Program Review Data Sets (I.A.2-33). This data is available automatically disaggregated by teaching modality and can be disaggregated for other specific populations—such as gender, ethnicity, or age—by a special pull from the District's in FORM Data Warehouse. Program-level achievement data related to licensure pass rates and job placement rates have been reported as institution-set standards (ISS) since 2015 (I.A.2-34). Annually, Scorecard data is presented to College administrative and faculty leadership as well as the Board of Trustees (BOT) (I.A.2-35).

Outcomes Assessment

For over a decade, the College has had processes in place that examine data to evaluate course, program, and institutional student learning outcomes (SLOs), as well as instructional program, student support and administrative unit outcomes (AUOs) (I.A.2-36; I.A.2-37). These processes were developed by the Educational Planning and Assessment Committee (EPA) and are regularly revised in response to external accreditation requirements and updated to ensure relevance. The SLO and AUO processes are described in more detail in I.B.2. Through the PR and administrative unit review (AUR) processes, the mission of each program and administrative unit is aligned with the College mission (I.A.2-38; I.A.2-39).

Through the PR and AUR process, outcomes assessment data is evaluated to determine each program or unit's ability to support the educational needs of students. The result of PR and AUR is a data-driven needs assessment that directs program and institutional priorities as well as resource allocations. PR and AUR will be described in detail in I.B.5. The EPA oversees both the outcome assessment and review processes.

Analysis and Evaluation

The College uses data and publically shares research studies to help 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 assistant vice president of institutional effectiveness (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 the PR/AUR process 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 AVPIE and OPRA hosted the first annual Student Success Metrics Summit to educate and engage stakeholders in discussions regarding the CCCCO Student Success Scorecard data, ISS, and the Institutional Effectiveness Partnership Initiative (IEPI) (I.A.2-40). A Quality Focus Essay (QFE) was developed to elevate Collegewide data-driven dialogue and the integration of student success metrics with meaningful goal-setting into planning efforts.

Evidence

- I.A.2-01: Planning and Governance Manual Steps in Strategic Planning, page 30
- I.A.2-02: Student Success Scorecard Data Saddleback
- I.A.2-03: IEAR 2010-2015, Section 07-Student Achievement
- I.A.2-04: College Data
- I.A.2-05: College Primary Research Program
- I.A.2-06: Saddleback College Demographic Analysis
- I.A.2-07: IEAR 2010-2015, Section 1, College Student Profile
- I.A.2-08: IEAR 2010-2015, Section 2, Instructional Offerings
- I.A.2-09: IEAR 2010-2015, Section 3, Student Progress
- I.A.2-10: IEAR 2010-2015, Section 4, First time College Students
- I.A.2-11: IEAR 2010-2015, Section 5, Developmental Education Basic Skills
- <u>I.A.2-12</u>: IEAR 2010-2015, Section 6, Workforce Development Career and Technical Education
- I.A.2-13: IEAR 2010-2015, Section 7, Student Achievement
- <u>I.A.2-14</u>: IEAR 2010-2015, Section 8, Transfers
- I.A.2-15: SOCCCD District-wide Climate Survey
- <u>I.A.2-16</u>: South Orange County Economic Report
- I.A.2-17: SOCCCD External Scan 2013

- I.A.2-18: SOCCCD District-Wide Strategic Plan 2014- 2020
- I.A.2-19: Saddleback College Strategic Plan 2014-2020
- I.A.2-20: Student Success Coordinating Committee Update 2015-2016
- I.A.2-21: Student Equity Plan 2015 2016
- I.A.2-22: Basic Skills Initiative
- I.A.2-23: Economic and Workforce Development Plan
- I.A.2-24: Enrollment Management Plan
- I.A.2-25: Technology Plan
- I.A.2-26: Student Success Scorecard Data Saddleback
- I.A.2-27: Saddleback College Awards 2014/2015 and Long-Term Trends
- I.A.2-28: Milestones: Persistence Rate and 30 Units Rate
- I.A.2-29: Saddleback College Degree Transfer Completion Rates
- <u>I.A.2-30</u>: Saddleback College Course Retention and Completion
- I.A.2-31: Saddleback College Transfers 2003 to 2013
- I.A.2-32: Demographic and Academic Characteristics of Students
- I.A.2-33: Program Review Report, page 17
- I.A.2-34: ACCJC Annual Report 2016, questions 20 and 21
- I.A.2-35: Student Success Scorecard Presentation
- I.A.2-36: SLO Handbook
- I.A.2-37: AUO Handbook
- I.A.2-38: Program Review Handbook
- I.A.2-39: Administrative Unit Review Handbook
- I.A.2-40: Metrics Summit Presentation

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.

Evidence of Meeting the Standard

The College offers over 1,800 courses and 70 instructional programs that are supported by more than 40 student support and administrative units. Through the PR/AUR process, completed every two years, each instructional program, student support unit, and administrative unit aligns their mission and future objectives with the College mission and vision (I.A.3-01; I.A.3-02). Through this process, each instructional program, student support unit, and administrative unit also describes how its specific mission supports the College mission, vision, and Strategic Plan.

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. To qualify for resource allocations, the resource requests must be identified in the PR/AUR and linked to the Strategic Plan (I.A.3-03). 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 SLO assessment, AUO assessment, and ongoing curriculum assessment—used in the evaluation of institutional effectiveness at the College.

At the College, the mission is central to strategic planning, and through the Strategic Plan, the mission guides institutional decision-making. The first step of the strategic planning process is an annual review of the College Mission Statement. Every three years, the College also conducts a mission alignment analysis to ensure that the programs and services offered at the College meet the needs of the current students as well as the College's intended population (I.A.3-04).

The strategic planning process is a comprehensive and collaborative tool that enables the College to accomplish its mission and move toward its vision. 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 (I.A.3-05). Other College plans and initiatives are integrated with the Strategic Plan and, therefore, are also aligned with the College mission. These plans include the SEP, the 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 (I.A.3-06) and in the evaluation of the resource allocation process (I.A.3-07). The College's integrated strategic planning process will be discussed in detail in I.B.9.

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" (I.A.3-08). The broad goals in the mission are closely associated with the CCCCO Scorecard metrics. To ensure that the mission is being met, OPRA regularly generates reports that analyze Scorecard data specific to the College with attention given to historical performance and trends to allow comparisons to statewide performance. These reports include:

- 1. Milestones: Persistence Rate & 30 Units Rate Five Year Trends (<u>I.A.3-09</u>)
- 2. Saddleback College Degree/Transfer Completion Rates (I.A.3-10)
- 3. Roadblocks Faced by Basic Skills Students (I.A.3-11)
- 4. Saddleback College Course Retention and Completion Five Year Trends (I.A.3-12)
- 5. Saddleback College Transfers 2003-2013 (I.A.3-13)
- 6. Saddleback College Awards 2014/2015 and Long-Term Trends (I.A.3-14)
- 7. Demographic and Academic Characteristics of Students (I.A.3-15)

These reports provide the College community, and its especially planning and decision-making bodies, the information needed to 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 CCCCO Scorecard metrics, ISS, and the IEPI—have required the College to explicitly state goals related to student success and achievement. In spring 2016, in response to those requirements, the Student Success Metrics Summit was a hosted by the AVPIE and OPRA. This summit served to educate the College community and to begin Collegewide dialogue about student success metrics, including the CCCCO Scorecard, ISS, and the ACCJC Annual Report.

Analysis and Evaluation

Through the well-established PR and 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 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. Although the College's programs and services are aligned with its mission, and the mission guides decision-making and resource allocation, there is a gap in formalizing student success metrics and setting institutional goals for student learning and achievement. A QFE was undertaken to integrate student success metrics with the expansion of meaningful goal-setting and specific College initiatives that will lead to increased success for students.

Evidence

- I.A.3-01: Program Review Handbook, page 9
- I.A.3-02: Administrative Unit Review Handbook
- I.A.3-03: Resource Allocation Process Model
- <u>I.A.3-04</u>: Planning and Governance Manual Steps in Strategic Planning, page 30
- I.A.3-05: Saddleback College Strategic Plan
- <u>I.A.3-06</u>: Strategic Planning Update to District Planning Council
- I.A.3-07: Use of Assessment Data in Resource Allocation Research Brief
- I.A.3-08: Mission Vision, Values
- I.A.3-09: Milestone: Persistence Rate and 30 Units Rate
- I.A.3-10: Saddleback College Degree/Transfer Completion Rates
- I.A.3-11: Roadblocks Faced by Basic Skills Students
- I.A.3-12: Saddleback College Course Retention and Completion Five Year Trends
- I.A.3-13: Saddleback College Transfers 2003 to 2013
- I.A.3-14: Saddleback College Awards 2014/2015 and Long-Term Trends
- I.A.3-15: Demographic and Academic Characteristics of Students

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. (ER 6)

Evidence of Meeting the Standard

The College articulates it mission in a widely published statement that is reviewed annually by the College and the SOCCCD BOT. The BOT most recently reviewed and approved this mission statement on May 18, 2015 in accordance with Board Policy (BP) 101 (I.A.4-01; I.A.4-02) (ER 6-03). PBSC initiates a review of the Mission Statement on an annual basis to ensure that the programs and services offered at the College meet the needs of current students and the College's intended population (I.A.4-03). Data from internal and external scans inform the mission review (as discussed in 1.A.2). 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 (CC), 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 (ASG), for students; and the California School Employees Association (CSEA) and Classified Senate, for staff (I.A.4-04; I.A.4-05; I.A.4-06). Recommendations from CC 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 typically between May and July (I.A.4-07). 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 through participatory governance groups ensued (I.A.4-08).

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 the College's online offerings, so no revisions were recommended.

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. Most recently, the College and SOCCCD mission were aligned as part of the Districtwide strategic planning process for 2014-2020 (I.A.4-09).

The College mission is widely publicized and published on the College website (<u>I.A.4-10</u>) and in various documents including the:

• College Catalog (I.A.4-11)

- Student Handbook (I.A.4-12)
- Faculty Handbook (I.A.4-13)
- SLO Handbook (I.A.4-14)
- AUO Handbook (I.A.4-15)
- Program Review Handbook (I.A.4-16)
- Administrative Unit Review Handbook (I.A.4-17)
- Saddleback College Business Cards (I.A.4-18)

In addition, the vision appears on CC agendas to serve as a reminder that the College vision must be considered in planning and decision-making (I.A.4-19). 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 PR 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.

Analysis and Evaluation

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. All constituent groups, including students, faculty, staff, managers, and administrators, participate in the review and revision of the College mission.

Evidence

- I.A.4-01: Mission Statement SOCCCD BOT, Item 7.1 (ER 6-03)
- I.A.4-02: BP 101, Missions
- I.A.4-03: PBSC Agenda 111215 Mission Review
- I.A.4-04: Academic Senate College Mission Approval 110415, Item 8F
- <u>I.A.4-05</u>: PBSC College Mission Approval 012116, Item I.e.
- I.A.4-06: Consultation Council College Mission Approval 041916. Item 5
- I.A.4-07: Mission Statement Annual Review BOT Minutes 2008 Present
- I.A.4-08: Accreditation Through the Lens of Distance Education
- I.A.4-09: SOCCCD District-wide Strategic Plan 2014-2020
- I.A.4-10: Mission, Vision and Values Website (ER 6-01)
- <u>I.A.1-11</u>: Mission, Vision and Values Catalog (<u>ER 6-02</u>)
- I.A.4-12: The Student Handbook, page 2
- I.A.4-13: The Faculty Handbook, page 9
- I.A.4-14: SLO Handbook, page 23
- I.A.4-15: AUO Handbook, page 14
- I.A.4-16: Program Review Handbook, page 22
- <u>I.A.4-17</u>: Administrative Unit Review Handbook, page 22

<u>I.A.4-18</u>: Saddleback College Business Card <u>I.A.4-19</u>: Consultation Council Agenda – Vision

I.B: Assuring Academic Quality and Institutional Effectiveness

I.B.1 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

The College has a variety of established processes to promote 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 programs, departments, divisions, and student support and administrative units; 2) participatory governance groups; 3) planning groups and committees; and 4) professional development activities.

Academic Programs, Departments, Divisions, Student Support and Administrative Units

In academic programs, 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 PR and AUR processes. PR and AUR teams collect, analyze, and interpret data regarding programs and services and make recommendations to improve effectiveness (<u>I.B.1-01</u>; <u>I.B.1-02</u>). 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. Once every four years, each academic program, student support unit, and administrative unit provides a summary of accomplishments, challenges, needs, and plans to CC, the principle decision-making body at the College (<u>I.B.1-03</u>; <u>I.B.1-04</u>; <u>I.B.1-05</u>; <u>I.B.1-06</u>).

In academic programs, departments, and divisions, faculty work collaboratively and engage in dialogue as they determine how to use student outcome 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 thus, student outcomes. Examples of the ongoing dialogue related to outcomes assessment and the use of SLO results is captured in the comprehensive SLO report prepared by the EPA (I.B.1-07).

Participatory Governance Groups

Participatory governance is an essential part of planning and decision-making and 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. The Academic Senate represents faculty and is primarily responsible for making recommendations with respect to academic standards and professional matters. CSEA and Classified Senate represent classified employees and their interests. Through ASG, students participate in governance and planning (I.B.1-08). 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. Participatory governance groups play a key role in strategic planning and decision-making Collegewide (I.B.1-09).

Planning Groups and Committees

The primary planning and decision-making committees at the College are CC (I.B.1-10), PBSC (I.B.1-11), and the EPA (I.B.1-12). These committees are informed by Strategic Planning Groups (I.B.1-13), the Student Equity Plan Core Team, the Student Success Coordinating Committee (SSCC) (I.B.1-14), and the Technology Committee (I.B.1-15), among others. The CC is the College's main approval body for planning and decision-making composed of members from all constituent groups. PBSC is the coordinating body for planning and budgeting processes at the College. The PBSC co-chairs ensure that the Strategic Plan as well as integrated plans and initiatives are updated regularly and communicated broadly. These committees engage with, and regularly dialogue about, outcomes, equity, quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The EPA has the explicit responsibility of overseeing the College's efforts to engage in ongoing quality improvement and documenting how the College fulfills its mission through outcomes assessment and systematic review at the program and administrative unit level. The EPA promotes Collegewide dialogue related to outcomes assessment—including SLOs/AUOs/program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs) and PR/AUR—through presentations during Professional Development (PD) Week, at Academic Senate meetings, and during events such as the Student Success Metrics Summit and the Online Education Summit (I.B.1-16).

Dialogue related to the activities of all planning and decision-making groups is well documented and shared through their respective websites and SharePoint sites (<u>I.B.1-17</u>). OPRA and the AVPIE also promote dialogue through campus-wide presentations, and data-driven discussions related to student achievement and success, ISS, and the IEPI (<u>I.B.1-18</u>).

A variety of committees provide a forum for sustained collegial dialogue on outcomes, equity, quality, effectiveness, and continuous improvement. The following are some of these committees:

- 1. Basic Skills Initiative
- 2. Curriculum Committee
- 3. Career and Technical Education (CTE) advisory groups
- 4. Economic and Workforce Development Initiative
- 5. Equity and Diversity Committee
- 6. Faculty Development/Funding
- 7. Honors Board
- 8. Matriculation Advisory Committee
- 9. Online Education Committee (OEC)
- 10. Outreach Committee
- 11. Strategic Planning Groups
- 12. Student Equity Plan Core Team
- 13. Student Success Coordinating Committee and work groups
- 14. Technology Committee (I.B.1-19).

Committee meetings are open to the College community. Minutes are posted on each committee's SharePoint site to communicate the work of the committee.

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 SLOs, 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 (I.B.1-20). 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 (I.B.1-21). 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 SSCC, and the Student Equity Plan Core Team (I.B.1-22).

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; these meetings are widely available for faculty with the goal of improving instructional delivery

and student learning (<u>I.B.1-23</u>). In addition to PD opportunities on campus, in 2015- 2016 the Academic Senate budget for full-time and part-time faculty to attend off-campus conferences and workshops was \$158,000. 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. 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 options (<u>I.B.1-24</u>).

Sustained dialogue related to online education occurs in the OEC. Two full-time faculty members co-chair OEC with support from the dean of online education and learning resources. 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 (I.B.1-25). 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 and in PD. 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 to increase student learning. The Employee Survey found that 67 percent of all employees have participated in PR/AUR within their department or unit (I.B.1-26).

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

Although the College websites and SharePoint sites are replete with evidence of dialogue from programs, departments and units, participatory governance groups, and planning groups and committees, 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

discussions in committees and work groups was identified in spring 2016. The proposed committee guidelines are working through the participatory governance process and are in draft form in the Planning and Governance Manual (I.B.1-27). Additionally, a QFE related to student success was undertaken to enrich dialogue and include student success metrics in discussions related to outcomes, equity, academic quality, effectiveness and continuous improvement of student learning and achievement Collegewide.

Evidence

LF	3.1 -	01	Program	Review	Handboo	k
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- I.B.1-02: Administrative Unit Review Handbook
- I.B.1-03: Intercollegiate Athletics PR to CC
- I.B.1-04: Theatre and HIT PR to CC
- <u>I.B.1-05</u>: Adaptive Kinesiology PR to CC
- I.B.1-06: Fine Arts AUR to CC
- I.B.1-07: Annual SLO Report
- I.B.1-08: Planning and Governance Manual draft, page 29 draft
- <u>I.B.1-09</u>: Planning and Governance Manual draft, pages 15-17
- I.B.1-10: Consultation Council
- <u>I.B.1-11</u>: Planning and Budget Steering Committee (PBSC)
- I.B.1-12: Educational Planning and Assessment (EPA) Committee
- I.B.1-13: Strategic Planning Groups
- I.B.1-14: Student Success Coordinating Committee Update
- I.B.1-15: Academic Senate Committee List
- I.B.1-16: SLO Presentation EPA
- I.B.1-17: Consultation Council SharePoint
- I.B.1-18: PBSC Minutes 04/14/16
- <u>I.B.1-19</u>: AS Approval of Faculty Committees
- I.B.1-20: Professional Development Schedule Fall 2016
- I.B.1-21: Annual State of the College 08/17/16
- I.B.1-22: PD Schedule Spring 2016 Equity
- I.B.1-23: Faculty Center for Student Success
- I.B.1-24: Annual State of the College 081716, page 4
- I.B.1-25: OEC Minutes 05/09/16
- I.B.1-26: Saddleback College Employee Survey 2013, question 19
- I.B.1-27: Planning and Governance Manual draft, pages 19-20

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

Evidence of Meeting the Standard

Student Learning Outcomes for Instructional Programs

The College evaluates SLOs and student achievement through the assessment of student success indicators during the PR process. The assessment of SLOs has been in place at the

College for over a decade and utilizes the process described in the SLO Handbook: A Guide for the Writing, Assessing, and Reporting of SLOs at Saddleback (I.B.2-01) and the Program Review Handbook for Institutional Programs (I.B.2-02). SLO assessment is a means to determine if students are learning what they are expected to learn in courses and programs. 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 ISS. The College has also developed 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 (I.B.1-03). SLOs, methods of assessment, criteria for success, and assessment results are stored in TracDat, the College's web-based repository for all assessment activities (I.B.2-04) (ER 11-01). 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 or their designee, often department chairs, collect course syllabi each semester to verify that SLOs are placed on every syllabus. SLOs are an official part of the Course Outline of Record (COR) (I.B.2-05). SLOs are available on TracDat to all faculty 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 are included in the College Catalog for every program (I.B.2-06) (ER 11-02) (I.B.2-07) (ER 11-03). ISLOs are published on the College website and in the College Catalog (I.B.2-08).

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 use of those results (<u>I.B.2-09</u>). This report forms the basis of dialogue within the department or program.

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. 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. If differences are noted, PRTs develop action plans to address them and improve student outcomes.

In 2014-2015, 100 percent of 838 unique courses had established SLOs, 2,581 (98.5 percent) SLOs were assessed, and 2,366 (90.3 percent) of course-level SLOs met their criteria (I.B.2-10) (ER 11-04). 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 to courses and programs 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 (I.B.2-11) (ER 11-05). Examples of PSLO attainment and the use of PSLO results from 2014-2015 are also published in the Annual SLO Report (I.B.2-12). The English department provides an excellent example of well-integrated SLO assessment and the engagement of nearly 100 full and part-time faculty to assess over 10,000 students annually. As a result of SLO assessment in English, the department has increased the accuracy of SLOs assessed; improved the SLO evaluation process and consistency among faculty; ensured that all faculty are following assignment guidelines that are consistent with the COR; and identified the need for further faculty professional development related to SLOs. Furthermore, students have made modest improvements in SLO accomplishment over time. The English Department has a very inclusive integrated SLO assessment process that promotes ongoing dialogue on student outcomes that could serve as a model for the College (I.B.2-13; I.B.2-14) (ER 11-06).

Through PR, in addition to PSLOs, achievement goals for CTE programs requiring a licensure exam to work and job placement rates have been set and have become program-specific ISS. Nursing provides an excellent example (<u>I.B.2-15</u>) (<u>ER 11-07</u>). These program-level ISS address employment and licensure or certification pass rates (<u>I.B.2-16</u>). These ISS are reported to the ACCJC in the Annual Report, described in PR, and posted on many of the programs' webpages (<u>I.B.2-17</u>).

For 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 ISLO activity 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. The CLA+ assessment was implemented to evaluate student attainment of ISLOs in the 2015-2016 academic year. 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. The faculty and students who participated and the ePortfolio evaluation task force considered the pilot successful, and plans for Collegewide implementation of this model are currently underway (I.B.2-18).

Administrative Unit Outcomes for Student Support Services

The assessment of 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 (I.B.2-19), and the Administrative Unit Review Handbook for Student Support and Administrative Services (I.B.2-20). 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. 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. Improved outcomes in Counseling because of AUR assessment include changes in the hours of service, increased one-on-one student contact, revised documentation, and increased access to services in the evenings and online (I.B.2-21).

Disaggregation of Results

The disaggregation of achievement results per 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 (as discussed in 1.B.5 and 1.B.6). Through InFORM, programs are also able to disaggregate data for individual classes by instructional mode in terms of success, retention, and completion rates. These reports are run every two years when a program undergoes PR, and are 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 to discuss overall results within a course and program without linking it back to 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 to achieve greater student

success. If results were attributable to individual students and, thus, individual faculty, it would compromise this essential dialogue. Ongoing dialogue is taking place within the EPA 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 processes evaluate SLO, PSLO, AUO, and program-specific achievement data. Through the PR data sets available in 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. In addition, in order to expand program-level ISS to all instructional programs in a meaningful way, dialogue regarding potential approaches is being evaluated by faculty, department chairs, deans, the EPA, the PBSC and OPRA (I.B.2-22).

Evidence

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I.B.2-01: SLO Handbook
I.B.2-02: Program Review Handbook
I.B.2-03: Academic Senate Minutes 04/15/15
I.B.2-04: SLOs MOA, Criteria, Results Nursing (ER 11-01)
<u>I.B.2-05</u>: MA 206 SLO in COR, page 6
I.B.2-06: PSLOs College Catalog (ER 11-02)
<u>I.B.2-07</u>: PSLOs Catalog (<u>ER 11-03</u>)
I.B.2-08: Institutional SLOs - Catalog
I.B.2-09: Program SLO Report TracDat
I.B.2-10: Annual SLO Report, page 4 (ER 11-04)
I.B.2-11: Annual SLO Report, pages 7-10 (ER 11-05)
I.B.2-12: Annual SLO Report
I.B.2-13: Annual SLO Report, page 8 (ER 11-06)
I.B.2-14: English Program Review + Data Set
<u>I.B.2-15</u>: Nursing 2015 Program Review, pages 11-14 (<u>ER 11-07</u>)
I.B.2-16: ACCJC Annual Report 2016, questions 20-21
I.B.2-17: Paramedic Retention, Employment, Licensing
I.B.2-18: Annual SLO Report, pages 14-21
I.B.2-19: AUO Handbook
I.B.2-20: Administrative Unit Review Handbook
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I.B.2-21: Counseling AUR Improved Outcomes, page 4

<u>I.B.2-22</u>: ISS by Program 11/02/16

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. (ER 11)

Evidence of Meeting the Standard

The College has established 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 (I.B.3-01; I.B.3-02; I.B.3-03). In 2012-2013, OPRA lead Collegewide dialogue related to setting internal standards of performance. 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, the VPI Council (consisting of instructional deans and academic and classified administrators), the broader college management team, and the CC. The College developed ISS 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.

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 aspirational in nature than minimum thresholds or baseline expectations. While reevaluating the process used to set ISS, it was determined that there was an error in the calculation used to produce the ISS. Following this dialogue, the AVPIE and director of 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 (I.B.3-04; I.B.3-05; I.B.3-06; I.B.3-07). In the 2017 ACCJC Annual Report, the College will adopt this new calculation for set standards. Currently, the College is above all the ISS for the most recent year which utilized the new calculations for setting standards that were created after the 2016 ACCJC annual report was submitted.

Each year, the College evaluates its performance against the ISS and promotes dialogue about ISS through instructional areas, constituent groups, the Academic Senate, the PBSC, and the CC. If 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 (<u>I.B.3-08</u>). ISS for student achievement appropriate to the mission inform both the College and Districtwide Strategic Plans (<u>I.B.3-09</u>; <u>I.B.3-10</u>). Finally, the College reports findings to the ACCJC in the Annual Report and publishes the report on the OPRA and SharePoint sites (<u>I.B.3-11</u>).

In addition to the required ISS, in 2015, the College set program-level ISS for specific CTE programs. While many of these programs have had standards of achievement for years through the internal PR process, formally identified standards for CTE programs were first reported in 2015. Licensure examination pass rates and graduate employment rates were added to the College ACCJC Annual Report in 2016. The achievement of each program's specific ISS are published in completed PRs, entered into TracDat, and posted on the EPA SharePoint site and many of the programs' websites. Instructional programs set standards for achievement using state and national benchmarks and trends, historical data, input from advisory boards, and labor market trends (I.B.3-12). For programs regulated by external accreditation standards, the program ISS are typically at or above the state and national averages (I.B.3-13; I.B.3-14). 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. Dialogue regarding setting Collegewide ISS at the program level is underway (I.B.3-15). 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%
Phlebotomy	76%	93%

Licensure Exam Pass Rates (ER 11-08)

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 (ER 11-09)

To respond to the IEPI indicators, the College has engaged in dialogue regarding additional metrics that would be appropriate to address both short and long-term aspirational goals (I.B.3-16; I.B.3-17). Due to the recognized achievement gap between prepared and unprepared students, the College has opted to focus on completion rates for students who place into basic skills courses (unprepared students) (I.B.3-18; I.B.3-19). Preliminary work to evaluate the success of unprepared students is underway (I.B.3-20). A detailed discussion of the IEPI indicators and goals is found in the Saddleback College Institutional Effectiveness Partnership Initiative Report (I.B.3-21).

Analysis and Evaluation

The College uses ISS to analyze institutional effectiveness, achievement, and academic quality. The College first set ISS in 2014 and used methods to establish ISS that were aligned with common practices statewide. These ISS were also aligned with the mission of the College and were integrated into the College's Strategic Plan. The College has also adopted program-level ISS related to licensure and graduate employment.

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. While the intent of the ISS was to set a minimum threshold, the method used by the College set a higher, more aspirational

goal. When the calculation error was identified, it was immediately reported to the ACCJC. 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 it was subsequently determined, in correspondence with ACCJC, that a late annual report to ACCJC would not be prudent. It was felt that turnover in the research office contributed to delayed recognition of the calculation error.

Since ISS are intended 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. Because of the previous method used to set the ISS, the standards set were very high and were unrealistic. After studying historical data and trends, it was determined that a more appropriate ISS would be derived by using the three-year average minus one standard deviation rather than plus one standard deviation. The difference for 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 by the AVPIE and the director of OPRA to planning and governance committees, and shared at the spring Student Metrics Summit (I.B.3-22; I.B.3-23). 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 Annual Report will reflect these changes. To increase the understanding of ISS and to promote buy-in for outcomes and achievement assessment, the College has undertaken a QFE on student success metrics to formalize the structure, process, and communication surrounding student success metrics.

Evidence

- I.B.3-01: ACCJC Annual Report 2015
- I.B.3-02: ACCJC Annual Report 2016
- I.B.3-03: ACCJC Annual Report 2014
- **I.B.3-04**: Metrics Summit Presentation
- <u>I.B.3-05</u>: Academic Senate Minutes Item 8.B
- <u>I.B.3-06</u>: PBSC Minutes IEPI, ISS Items 1.d, 1.e
- I.B.3-07: CC Minutes IEPI Item 6
- <u>I.B.3-08</u>: Trend Reports Achievement and Completion
- I.B.3-09: College Strategic Plan Update to DWPC 2015-2016
- I.B.3-10: IEPI Saddleback
- I.B.3-11: ACCJC Annual Reports
- I.B.3-12 ACCJC Annual Report 2016, questions 20, 21
- I.B.3-13: PBSC Minutes IEPI, ISS Items 1.d, 1.e
- I.B.3-14: Metrics Summit Presentation
- <u>I.B.3-15</u>: ISS by Program 11/02/16
- I.B.3-16: CC Minutes IEPI Item 6
- I.B.3-17: Saddleback IEPI
- <u>I.B.3-18</u>: CCCCO IE Indicators 2016

I.B.3-19: Student Success Scorecard Completion Saddleback

I.B.3-20: Roadblocks for Basic Skills Students

I.B.3-21: IEPI Saddleback

I.B.3-22: PBSC Minutes 04/28/16

I.B.3-23: Metrics Summit Presentation

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. (See I.A.2, I.B.1, I.B.2, I.B.3, I.B.5). Assessment data is integral to the Strategic Plan and Integrated Plans, including the SEP, the Technology Plan, the Economic and Workforce Development (EWD) Plan, and the Enrollment Management Plan as described in I.B.2, I.B.3, I.B.5, I.B.6, and I. B.9.

Student assessment begins when students apply to the College. Important information regarding student characteristics and educational goals is collected. Through the matriculation process, the College assesses students to ensure placement in appropriate courses. This placement assessment makes it possible to identify students at risk, to track cohort achievement and gaps, and to institute needed services to improve SLOs and achievement. Placement data is shared with discipline experts in English, reading, ESL, and math. This information can help departments schedule courses. Student placement results are used to identify students who test into remedial English and math and who are potential candidates for the Refresh or Avid Programs (I.B.4-01; I.B.4-02). 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 (I.B.4-03).

As described in I.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. Because of AUO assessment, Counseling has significantly increased access to accurate articulation information, initiated computerized assessment testing, and developed the Freshman Advantage Program (I.B.4-04).

Program or AURs are completed every two years to incorporate assessment data into planning and to support student learning and achievement (<u>I.B.4-05</u>; <u>I.B.4-06</u>). Data from

PRs and AURs is used to identify needs, to derive resource requests, and to address progress in meeting objectives from the previous PRs and AURs. Labor market data from Economic Modeling Specialist, Incorporated (EMSI), sector navigators, program-specific accrediting agencies, and advisory board input is used in CTE program review. Growth in the Health Information Technology (HIT) Program (I.B.4-07), the Medical Assistant Program (I.B.4-08), and the Drug and Alcohol Studies Program (I.B.4-09) are examples of the impact of labor market data on academic programs.

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 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 (I.B.4-10; I.B.4-11). 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, degrees, certificates, transfer, and achievement gaps, are integrated into strategic planning through goals and objectives related to success and its 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 (I.B.4-12). 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 (I.B.4-13). As described in I.B.3, if institutional performance falls below the ISS, the College 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 IEPI indicators (I.B.4-14).

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 EPA (I.B.4-15).

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. PR/AUR, SLO/AUO assessment, and curriculum fall under the auspices of EPA. The director of fiscal and contract services and the director of OPRA co-chair EPA. Faculty coordinators oversee SLO/AUO assessment, as well as PR/AUR, while a faculty chair of the CC oversees the curriculum process. 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 (I.B.4-16; I.B.4-17; I.B.4-18; I.B.4-19).

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, ISS, and the IEPI. 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 CCC Chancellor's Office (CCCCO) and the CCCCO 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, PR and AUR, resource allocations, and the evaluation of institutional effectiveness through student success metrics, which are available both internally and externally. 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, and dialogue related to student success and achievement relative to goal setting is evident, state and federal reporting requirements have made it essential to continually and broadly engage in data-driven planning and decision-making. Therefore, the College has identified the need for a QFE 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.

Evidence

- I.B.4-01: Refresh Program
- <u>I.B.4-02</u>: Student Success Coordinating Committee Update 2015-2016
- <u>I.B.4-03</u>: InFORM Roster Profile example
- <u>I.B.4-04</u>: Counseling AUR
- I.B.4-05: Program Review Handbook
- I.B.4-06: English Program Review + Data Set
- I.B.4-07: Health Information Technology 2015 Program Review
- I.B.4-08: Medical Assistant 2015 Program Review
- I.B.4-09: Human Service D & A Program Review
- I.B.4-10: AVP Instruction Proposed Chart
- I.B.4-11: VP Instruction Proposed Chart
- I.B.4-12: ACCJC Report 2016
- I.B.4-13: College Data- Achievement and Completion
- I.B.4-14: Saddleback IEPI
- I.B.4-15: OPRA Overview
- <u>I.B.4-16</u>: Program Review Handbook
- I.B.4-17: Administrative Unit Review Handbook
- I.B.4-18: SLO Handbook
- I.B.4-19: AUO Handbook

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 PR (<u>I.B.5-01</u>). Per Administrative Regulation (AR) 6100(b) each college is to conduct instructional PRs of all credit and noncredit programs to determine how they are achieving their objectives and to determine if changes are needed (<u>I.B.5-02</u>). 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 (I.B.5-03), program progress reports (I.B.5-04), student achievement data from the data warehouse (I.B.5-05), and, for CTE programs, labor market data from EMSI (I.B.5-06). 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 or 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 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 (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.
- 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 (I.B.5-07).

The PR is completed by a 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 (<u>I.B.5-08</u>). 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 (I.B.5-09), unit progress reports (I.B.5-10), and student achievement data from the data warehouse (I.B.5-11). Additional research can also be requested from OPRA and included in the analysis. The EPA, the faculty PR/AUR coordinator, and OPRA help with 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 (I.B.5-12). 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. PBSC reviews budgets, recommends funding to apply CRC priorities, and then, finally, College Administrative Services allocates funds for the approved requests. Because of this process, instructional programs, as well as student support and administrative services, can identify needs, solicit resources, and implement changes to improve institutional effectiveness and academic quality.

Data required to support PR/AUR is readily available through the inFORM Data Warehouse, TracDat, the College's assessment software, and EMSI. Furthermore, OPRA supports additional research, including surveys or other in-depth analyses (I.B.5-13). 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 2016, and henceforth all assessment reporting will be collected, reported, and analyzed in disaggregated form.

Analysis and Evaluation

The College works towards accomplishment of its mission through the PR/AUR process, 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 plans. In addition, each PR/AUR addresses the way in which it serves to help the College achieve its stated mission. Through a review of SLOs/AUOs, key program indicators, and detailed data sets on student achievement, the College can 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.

Although PR/AUR are aligned with the College mission, and the results are incorporated into strategic planning and resource allocation, the College has identified that more can be done at

the program, student service, and administrative unit level to impact institutional-level student success and achievement. A QFE that addresses goal setting and the utilization of data and research to support student success and achievement at the institutional level emerged from the self-evaluation for accreditation.

Evidence

I.B.5-01: Program Review Handbook
I.B.5-02: Administrative Regulation 6100(b)
I.B.5-03: SLO Comprehensive Report TracDat
I.B.5-04: TracDat Assessment Progress Report
I.B.5-05: inFORM Program Review Data Report
I.B.5-06: EMSI Data Program Outlook
I.B.5-07: Program Review Handbook, page 3
I.B.5-08: Administrative Unit Review Handbook
I.B.5-09: AUO Assessment Results
I.B.5-10: AUO Progress Report TracDat
I.B.5-11: AUO inFORM Report
I.B.5-12: Resource Allocation Process Model
I.B.5-13: College Primary Research Program

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 to examine performance gaps. The SEP is the primary mechanism for identifying and addressing performance gaps (I.B.6-01). In addition to the SEP, disaggregated data is used to measure key performance indicators relevant to student success in the College Strategic Plan (I.B.6-02), to assess the success of projects from the Basic Skills Initiative (I.B.6-03), 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 (I.B.6-04). 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 (I.B.6-05).

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 (I.B.6-06)

Student equity work groups composed of members from all participatory governance groups were established to address each of the student equity success indicators. 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 (I.B.6-07; I.B.6-08).

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 allocated for the 2014-2015 academic year and \$1,314,425 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 (I.B.6-09). In the near future, the College will hire a student equity program research analyst to ensure data-driven tracking of projects and plans related to SEP.

For all three completion metrics included in the Scorecard (Degree/Transfer Completion, CTE Completion, and Career Development and College Preparation Completion), the College's success rates exceeded rates statewide (I.B.6-10). The Degree/Transfer Completion Rate at the College 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 the rate of statewide increases (I.B.6-11). 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 (I.B.6-12).

The College integrates the SEP into the Strategic Plan and aligns it with major planning efforts and initiatives, including SSSP and BSI (I.B.-13; I.B.6-14). The SEP core indicator groups monitor and coordinate the evaluation of the SEP in partnership with major College leadership councils, including the CC, the SSCC, and the PBSC. Activities and progress toward meeting the goals of the SEP are reported to the SSCC and integrated into the Strategic Plan as part of Goal two (I.B.6-15). The SEP is then forwarded to the PBSC and CC for input, discussion, and to address barriers to successful achievement of the identified goals (I.B.6-16). 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 (I.B.6-17). The SEP activities and outcomes are also shared widely during PD Week (I.B.6-18).

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 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. Recent changes made in TracDat in 2016 enable data on SLO attainment to be reported and analyzed by instruction method. 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.

Saddleback Strategic Plan

Objective 2.1 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" (I.B.6-19). This objective integrates activities from the SSSP Plan, the Enrollment Management Plan, the BSI, the Technology Plan, and the SEP (I.B.6-20). The key performance indicators for this objective are based on the Student Success Scorecard metrics provided by the State Chancellor's office (I.B.6-21). These completion metrics can be disaggregated by gender, age group, ethnicity, disability status, and economic status. Overall, trends in SEP data demonstrate that the College exceeds the statewide average for English and math but lags in ESL (I.B.6-22).

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 CCCCO. Through the SEP the College engages in strategies and activities, sets goals and key performance indicators, and allocates 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 in the EPA regarding the collection and reporting of disaggregated SLO data by student characteristics.

In terms of student achievement, 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 supports student success to a degree never before enjoyed at the College (I.B.6-23). Thus, the College has undertaken a QFE 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.

Evidence

I.B.6-01: Student Equity Plan 2015-2016
I.B.6-02: Saddleback Strategic Plan 2014-2020
I.B.6-03: Basic Skills Instruction Report Fall 2015
I.B.6-04: Student Equity Plan 2015-2016, pages 19-20
I.B.6-05: Student Equity Plan 2015-2016
I.B.6-06: Student Equity Plan 2015-2016, pages 7-10

- I.B.6-07: Student Equity Plan 2014-2015
- I.B.6-08: Student Equity Plan 2015-2016
- I.B.6-09: PD Schedule Spring 2016 Student Equity
- I.B.6-10: Saddleback Degree Transfer Completion Rates
- I.B.6-11: Saddleback Degree Transfer Completion Rates, figure 8
- <u>I.B.6-12</u>: Saddleback Degree Transfer Completion Rates, figure 11
- I.B.6-13: Saddleback Strategic Plan 2014-2020, Goal 2
- I.B.6-14: Student Success Coordinating Committee Update 2015-2016
- I.B.6-15: Saddleback Strategic Plan 2014-2020, Goal 2
- I.B.6-16: Consultation Council SEP 10/18/16
- I.B.6-17: SEP Presentation BOT
- I.B.6-18: PD Schedule Spring 2016 Student Equity
- I.B.6-19: Saddleback Strategic Plan 2014-2020
- I.B.6-20: Student Success Coordinating Committee Update
- I.B.6-21: Student Success Scorecard Remedial
- I.B.6-22: Success for Basic Skills English, Math and ESL
- I.B.6-23: Roadblocks for BSI Students

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 regularly evaluate policies and practices to assure their effectiveness in supporting academic quality and the accomplishment of their missions. The Board Policy and Administrative Regulation Advisory Council (BPARAC) is a Districtwide shared governance committee with representation from all constituent groups. BPARAC is chaired by the vice chancellor of business services and is charged with coordinating the writing and revising of SOCCCD BPs and ARs with the assistance of administrative and shared governance representatives. BPARAC reviews BPs on a regular cycle and makes recommendations for revisions to the Chancellor's Council prior to going to the BOT for study, review, and approval (I.B.7-01). BPARAC may also revise policies and/or procedures to align with templates provided by the Community College League of California or in response to changes in external regulations, or legal or accreditation requirements. 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 made available on the District website for students, employees, and the public (I.B.7-02).

College policies and practices are developed and revised regularly, and 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 making recommendations to the president for approval (I.B.7-03).

As described in the Planning and Governance Manual, and in accordance with Title 5, the College ensures the participation in governance and decision-making of all constituent groups, including the Management Team, faculty, classified staff, and students. In making policy and procedural recommendations, the Academic Senate represents faculty, CSEA and the Classified Senate represent staff, and the 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, OEC, and EPA. Policies and procedures are also openly discussed at the College's VPI Council, a regularly occurring forum of academic deans and academic administrators to consult with the VPI.

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 Scope of Authority of the Academic Senates; and Title 5 of the California Code of Regulations (I.B.7-04).

The Curriculum Committee, a standing committee of the Academic Senate, is responsible for recommending approval of both credit and noncredit courses based on standards such 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 (I.B.7-05). 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 (I.B.7-06; I.B.7-07). The online course approval process is currently under revision and is the subject of one of the QFEs.

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 QFE on online education.

The 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 (I.B.7-08). 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. 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.

The VPI Council meeting is facilitated by the VPI and is composed of those academic administrators responsible for instruction, enrollment management, strategic planning, scheduling, faculty hiring, and classroom matters. This council is responsible for the planning and evaluation of courses (traditional and online) and instructional programs as well as overseeing assessment practices and discussion of 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 PBSC (<u>I.B.7-09</u>), the CRC (<u>I.B.7-10</u>), and CC (<u>I.B.7-11</u>). 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 (<u>I.B.7-12</u>). The revised resource allocation process requires that instructional program and administrative unit needs are referenced in PR/AUR and are 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, Goal 4 in the current Strategic Plan is that "Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation" (I.B.7-12). Therefore, through the annual evaluation of the College's Strategic Plan, the resource evaluation process, policies, and practices will also be examined to ensure that the resource allocations are based on substantial verifiable data.

The SOCCCD District-wide Planning and Decision Making Manual demonstrates how planning processes at the District level are linked to budget allocations (I.B.7-13). This guide is updated regularly and includes the Budget Development Guidelines, which are reviewed and approved twice a year by the BOT. The District Resource Allocation Council (DRAC) model and BR/AR 3110 guide the budget development for Districtwide allocation of unrestricted general funds and basic aid funds. DRAC 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/AR 3110 and in alignment with planning documents developed by the District-wide Planning Council (DWPC), the District-wide Technology Committee, and the Capital Improvement Committee (I.B.7-14). 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 Planning and Governance Manual documents the policies and practices related to decision-making and governance processes at the College (I.B.7-15). The manual includes roles and responsibilities of councils, committees, work groups, and individuals that participate 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 Planning and Governance Manual. The Planning and Governance 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 manual is initiated by 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 Planning and Governance 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 (I.B.7-16; I.B.7-17).

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* (I.B.7-18). 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. BPARAC, a Districtwide committee, reviews and revises BPs and ARs. The Chancellor's Council and, in the case of BPs, the BOT then approve them. On the College level, the CC is the primary body that approves 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 lacked a standardized approach for committees to communicate their purpose and to evaluate their effectiveness. This issue is being addressed by PBSC and CC, which recently approved new committee practices, as described in the Planning and Governance Manual, to align with current practices in Districtwide committees, including communication about each committee's purpose, membership and annual self-evaluations (I.B.7-19). The goals of these changes are to increase and sustain Collegewide dialogue by making employees more aware of participation opportunities, to improve record keeping, and to evaluate the effectiveness of these committees.

Evidence

- I.B.7-01: BPARAC
- <u>I.B.7-02</u>: Board Policies and Administrative Regulations
- <u>I.B.7-03</u>: Planning and Governance Manual, page 27
- I.B.7-04: Academic Senate Bylaws
- I.B.7-05: Curriculum Committee Bylaws
- I.B.7-06: Curriculum Committee
- I.B.7-07: New Course Proposals
- I.B.7-08: EPA Committee
- I.B.7-09: Planning and Governance Manual-PBSC, page 27
- I.B.7-10: Planning and Governance Manual-CRC, page 27
- I.B.7-11: Planning and Governance Manual-CC, page 27
- I.B.7-12: Saddleback Strategic Plan 2014-2020, Goal 4
- <u>I.B.7-13</u>: DWPDM Manual, pages 20 -24
- I.B.7-14: BAARC
- I.B.7-15: Planning and Governance Manual-CC, pages 18-20
- I.B.7-16: AS minutes 09/28/16, Item 9B
- I.B.7-17: CC 09/20/16, Item 5
- I.B.7-18: DWPDM Manual, pages 20-24
- I.B.7-19: Planning and Governance Manual, pages 18-20

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 OPRA, EPA, and PBSC. Assessment and evaluation results are broadly communicated though Collegewide presentations as well as in presentations made to key planning and governance councils and committees. Internal scans and surveys are also completed on a regular basic to further understand institutional strengths and weaknesses and to inform priorities and future planning efforts.

Assessments and evaluation results posted on the OPRA website include, but are not limited to, climate and College employee survey results (<u>I.B.8-01</u>), College planning documents and evaluations (<u>I.B.8-02</u>; <u>I.B.8-03</u>; <u>I.B.8-04</u>), Student Success Scorecard information (<u>I.B.8-05</u>), and internal documents that further analyze Scorecard data, historical performance, and trends (<u>I.B.8-06</u>; <u>I.B.8-07</u>; <u>I.B.8-08</u>; <u>I.B.8-09</u>; <u>I.B.8-10</u>; <u>I.B.8-11</u>; <u>I.B.8-12</u>; <u>I.B.8-13</u>; <u>I.B.8-13</u>; <u>I.B.8-14</u>; <u>I.B.8-15</u>).

The EPA is responsible for completing SLO/AUO assessment reports and posting completed PRs and AURs on SharePoint (I.B.8-16; I.B.8-17). SLO/AUO reports are also posted in TracDat. The Academic Senate reviews completed PRs. The Management Team reviews completed AURs. PRs and AURs are shared with CC every four years, and are considered in strategic planning and resource allocations decisions (I.B.8-18).

Additionally, the College communicates results of assessment and evaluations through a variety of activities. These activities include the presidents Annual State of the College report during PD Week (I.B.8-19; I.B.8-20; I.B.8-21; I.B.8-22), PD Week presentations (I.B.8-23; I.B.8-24), the president's update during monthly BOT meetings, and reports at planning and decision-making committees as well as at department and division meetings. Key committees that communicate assessment and evaluation results include PBSC (I.B.8-25; I.B.8-26), the EPA (I.B.8-27), the Academic Senate (I.B.8-28) and the strategic planning committees, especially the SSCC and work groups (I.B.8-29; I.B.8-30). The SSCC and work groups actively disseminate data related to their extensive work through PD Week activities, to the Management Team, in department chair and deans meetings, to the Academic Senate, to the Classified Senate, and to inform the VPI Council, PBSC and CC (I.B.8-31).

Analysis and Evaluation

The College communicates results of assessments 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. A revitalized OPRA broadly communicates assessment and evaluation activities. The Public Information and Marketing Office and the college president regularly communicate overall strengths, weaknesses, and priorities though a variety of Collegewide forums including Annual State of the College presentations.

Evidence

- I.B.8-01: College Primary Research Program
- <u>I.B.8-02</u>: College Planning Documents
- I.B.8-03: Strategic Planning and Updates
- I.B.8-04: Saddleback Strategic Plan 2014-2020
- I.B.8-05: Student Success Scorecard Saddleback
- I.B.8-06: IEPI
- I.B.8-07: IEPI Saddleback 2016
- I.B.8-08: IE Saddleback 2015
- I.B.8-09: IE Saddleback 2016
- I.B.8-10: Milestones Persistence Rate and 30 Units Rate
- I.B.8-11: Saddleback College Awards 2014-2015 and Long-Term Trends
- <u>I.B.8-12</u>: Saddleback College Degree Transfer Completion Rates
- I.B.8-13: Saddleback College Transfers 2003 to 2013
- I.B.8-14: Characteristics of Students
- I.B.8-15: Scorecard Presentation BOT 2016
- I.B.8-16: Annual SLO Report
- I.B.8-17: EPA SharePoint PR & AUR
- I.B.8-18: Health Sciences AUR CC 04/07/15
- I.B.8-19: Annual State of the College Address
- I.B.8-20: Annual State of the College 2016
- I.B.8-21: Annual State of the College 2015
- I.B.8-22: Annual State of the College 2014
- I.B.8-23: Professional Development Programs
- I.B.8-24: Professional Development Program Fall 2016
- I.B.8-25: PBSC Minutes 2123-2016
- I.B.8-26: Strategic Plan Progress Saddleback 2016
- I.B.8-27: EPA SharePoint Minutes
- I.B.8-28: AS Minutes
- I.B.8-29: SSCC Update 2015-2016
- I.B.8-30: Student Success Committee Shared Documents
- I.B.8-31: Student Success Midyear Updates 2016

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and

improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources. (ER 19)

Evidence of Meeting the Standard

The College, in conjunction with the SOCCCD, engages in continuous, broad-based, systematic evaluation and planning. As described in Standards I.B.1, I.B.2, I.B.3, and I.B.5, the College integrates PR/AUR, short-term planning, long-term planning, and resource allocation into a comprehensive process that is aligned with SOCCCD planning and leads to the fulfillment of the College mission and improvement of both institutional effectiveness and academic quality (I.B.9-01; I.B.9-02; I.B.9-03; I.B.9-04; I.B.9-05; I.B.9-06; I.B.9-07).

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 (I.B.9-08). The purpose of the EFMP is to establish a 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. Integrated short-term planning consists of the College and the SOCCCD Districtwide strategic plans. The SOCCCD District-wide Strategic Plan 2014-2020 was developed through the leadership of the DWPC. 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 (I.B.9-09). 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 the budget and the economy (I.B.9-10).

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 College's 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 Planning and Governance Manual contains a full description of the steps in the strategic planning process (I.B.9-11).

The *Saddleback College Strategic Plan 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 co-chairmen. These strategic planning goals are as follows:

Strategic Planning Goals for 2014-2020:

- 1. Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions and collaboration [Campus Climate].
- 2. Saddleback College will promote students' success by enhancing the teaching and learning environment [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 [Economic and Workforce Development].
- 4. Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation [Financial Health and institutional Effectiveness] (I.B.9-12).

The College engages in other short-term planning processes focused on specific initiatives and grant-funded projects that include the SEP (<u>I.B.9-13</u>), the Technology Plan (<u>I.B.9-14</u>), the EWD Plan (<u>I.B.9-15</u>), the SSSP Plan (<u>I.B.9-16</u>), and the BSI (<u>I.B.9-17</u>). These plans inform one another and are integrated into the Strategic Plan.

Integrated Planning

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

Integrated Planning Timelines

	Integrated Planni	ng Timelir	ne																
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	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	
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Education and Master Plan: (2011-2031)	Recreate	6 YR		<u> </u>															
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		*			*			*			×			*			*
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Evaluation/Task/Name	Action	Cycle		2014/	'15		2015/	'16			• •						• •		
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Functional Integrated Planning Matrix

Functional Integrated Planning Matrix- Saddleback College															
Strategic Plan Goals	Goal I: Respectful Interactions/Campus Climate					Goal II	: Student 9	Success	Goal		mic & Work	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	χ	Х	χ	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	χ
2014-2020 Saddleback College Strategic Plan	χ	Х	Х	Х	Х	X	X	Х	Х	X	Х	Х	Х	X	Х
XXXX Saddleback College Enrollment Management Plan															
2015-2016 Saddleback College Student Success Coordinating Plan						Х	Х	Х							
2015-2016 Saddleback College Equity Plan						Х									
2015-2020 Saddleback College Technology Plan	χ						Х								
2015-2020 Saddleback College Economic and Workforce Development Plan									Х	Х	Х	Х			
2015-2016 Basic Skills Plan						X	Х								
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 (I.B.9-18). The director of OPRA and the director of fiscal services co-chair PBSC. PBSC coordinates Collegewide planning and budgeting processes, including the Strategic Plan, and makes recommendations for procedural changes to CC. The 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.

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 is widespread; this responsibility is shared within each planning group by committees, councils, work groups, and individuals (I.B.9-19).

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 (I.B.9-20). Through the integrated strategic planning process, the College collectively identifies, prioritizes, and acts 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

PR and AUR inform strategic planning and resource allocation decisions, and along with SLO/AUO assessment, are integral 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 (I.B.9-21; I.B.9-22). 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, and 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 process. 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 process, planning addresses needs for academic programs; student and administrative services for human resources; instructional/service needs; research needs; as well as technology, equipment, facilities; marketing and outreach; and other resources. The College has a well-prescribed plan for annual resource allocation (I.B.9-23).

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 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 the College's resource allocation personnel request instructions. 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 BOT for approval. While this list includes a ranking of all positions requested, the college president, in consultation with the President's Executive Team, 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 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 EFMP.

Technology Resources

Generally, the College Technology Plan maintains technology needs. This plan has established a replacement schedule for classroom, faculty, manager/administrator, and staff 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 (I.B.9-24).

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. BAARC reviews the requests, and final recommendations go to the Chancellor for funding.

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 the 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.

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 an ongoing 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 expand data utilization and to integrate more student success metrics into planning structures and functions; this is all done 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.

Evidence

- I.B.9-01: Program Review Handbook
- I.B.9-02: Administrative Unit Review Handbook
- I.B.9-03: Annual SLO Report
- I.B.9-04: Planning, Strategic Planning and Resource Allocation
- I.B.9-05: Resource Allocation Process Model
- I.B.9-06: Strategic Plan Saddleback
- I.B.9-07: Outcomes and Resource Allocation
- I.B.9-08: SOCCCD 2011-2031 EFMP
- I.B.9-09: SOCCCD District-wide Strategic Plan
- I.B.9-10: SOCCCD District-wide Strategic Plan, page 8

- I.B.9-11: Planning and Governance Manual, page 21
- I.B.9-12: Strategic Plan Saddleback
- <u>I.B.9-13</u>: Student Equity Plan 2015-2016
- I.B.9-14: Saddleback College Technology Plan
- I.B.9-15: EWD Plan 2015-2020
- <u>I.B.9-16</u>: SSSC Update 2015-2016, pages 6-7
- I.B.9-17: Basic Skills Initiative
- I.B.9-18: College Strategic Plan Update to DWPC 2015-2016
- I.B.9-19: Strategic Plan Saddleback
- I.B.9-20: Saddleback Strategic Plan Annual Update 2015-2016
- I.B.9-21: Program Review Handbook
- I.B.9-22: Administrative Unit Review Handbook
- I.B.9-23: Resource Allocation Process Model
- I.B.9-24: Saddleback College Technology Plan

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. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College provides information about its mission, educational programs, SLOs, 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 reviewed regularly 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. The curricular information contained within the College Catalog has significance for students starting coursework at the College, as it describes the program requirements related to "catalog rights," which are also described in II.A.1 (I.C.1-01).

The College Mission Statement, along with its vision and values, can be found in both the College Catalog and on the College website (<u>I.C.1-02</u>; <u>I.C.1-03</u>). The mission 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 (<u>I.C.1-04</u>; <u>I.C.1-05</u>; <u>I.C.1-06</u>).

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.9. Program information can also be found on program webpages. In many cases, this information includes graduation rates, estimated education costs, the median debt of students who have completed programs, and other information designed to help students make better-informed choices about the colleges and universities they select (I.C.1-07). The College's ISLOs can also be found in the College Catalog and on the About page of the College website (I.C.1.08).

Course information and section availability is available on the electronic class schedule, which can be found on the College homepage (<u>I.C.1-09</u>). Many elements of 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 (I.C.1-10), the curriculum system used by the College. Information about the articulation agreements for courses is also available through ASSIST.org (I.C.1-11). On the first day of class, all students are provided syllabi for the courses in which they are enrolled, 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 (I.C.1-12).

A statement regarding the accreditation status of the College can be found on the footer of the homepage of the College's website and in the College Catalog (I.C.1-13). 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 (I.C.1-14).

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, SLOs, available student services, and accreditation status. The College's website and the College Catalog are the two primary sources of this information; however, there are a number of other locations where detailed information can be found. These sources of information include 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 needed to create procedures and guidelines for presenting information on division, department, and program websites in a consistent way. 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.

Evidence

- **I.C.1-01**: Saddleback College Catalog Rights
- I.C.1-02: Saddleback College Mission Statement Catalog 2015-2016
- I.C.1-03: Saddleback College Mission Statement on Website
- I.C.1-04: Mission Statement in Conference Room
- I.C.1-05: Mission Statement Display
- I.C.1-06: Saddleback College Mission Photo on Business Card
- I.C.1-07: Gainful Employment Outcomes: Accounting Program Example
- I.C.1-08: ISLOs from the "About Us" Microsite on Saddleback Website
- I.C.1-09: Snapshot of Course Information from Class Schedule (ER 20)
- I.C.1-10: COR from CurricUNET
- I.C.1-11: ASSIST database
- I.C.1-12: Saddleback College 2016-2017 Student Handbook
- <u>I.C.1-13</u>: Saddleback College Homepage Footer Showing Accreditation Status
- I.C.1-14: Snapshot of Accreditation Page at Saddleback

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 (I.C.2-01).

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 (ER 20):

- 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 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

The College hosts a student consumer information page for prospective students. This page links from the footer of the College homepage and includes information on the above as well as additional information on gradation outcomes, neighborhood crime statistics, financial aid information, and much more (I.C.2-03) (ER-20).

Analysis and Evaluation

The College Catalog is updated annually and available to students and the public on the College's homepage. The catalog provides 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 is published for policies and/or degrees that have been approved after publication of the hardcopy of the Saddleback Course Catalog.

Evidence

I.C.2-01: Saddleback College 2016-2017 College Catalog (ER 20)I.C.2-02: Saddleback College 2015-2016 College Catalog Addendum

I.C.2-03: Consumer Information Page

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. (ER 19)

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. OPRA and the EPA are the primary entities at the College responsible for collecting, analyzing, and publishing student achievement (I.C.3-01) and learning outcome data (I.C.3-02). The CCCCO 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 OPRA homepage under "Accountability Reports" (I.C.3-03) and is also publicly available at the State Chancellor's Office website (I.C.3-04). In addition, the Student Right-to-Know-Act (I.C.3-05) ensures that prospective students have information on academic programs, including assessment of SLOs (I.C.3-05). For CTE programs, under Gainful Employment federal regulations, the College's Gainful Employment Programs website contains SLOs, such as graduation rates, average time to completion, and job placement rates, all of which are directly accessible to the public for each CTE program (I.C.3-06).

Student achievement data is available in several reports on the OPRA website. This data 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 (I.C.3-07). Information on the IEPI is also available on the OPRA website (I.C.3-08). 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 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 (I.C.3-09). 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.

The Public Information and Marketing Office regularly publishes for public access matters related to student achievement and academic quality (<u>I.C.3-10</u>). The president communicates matters of achievement and academic quality to the BOT in monthly meetings and to the College community through the Annual State of the College address (ER 19). In addition, on the Strategic Planning microsite of the OPRA website, the College publishes a variety of reports on institutional planning and evaluation (<u>I.C.3-11</u>) (<u>ER 19-01</u>), (<u>I.C.3-12</u>) (<u>ER 19-02</u>).

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.

Evidence

- <u>I.C.3-01</u>: Office of Planning, Research, and Accreditation College Data and Reports
- <u>I.C.3-02</u>: Educational Planning and Assessment Committee- SLO Assessment Report
- I.C.3-03: CCCCO Student Success Scorecard- Accountability Reports on OPRA Website
- <u>I.C.3-04</u>: Saddleback College Web Link to Student Success Scorecard
- I.C.3-05: Student Right to Know Data from Consumer Information Page
- I.C.3-06: Gainful Employment Programs Website
- I.C.3-07: College Data and Reports Microsite on OPRA Website
- I.C.3-08: IEPI and Institutional Effectiveness Snapshot on OPRA website
- I.C.3-09: SLO Annual Report from EPA Website

I.C.3-10: Marketing and Communications Website at Saddleback

<u>I.C.3-11</u>: Districtwide Planning Update/Retreat (<u>ER 19-01</u>)

I.C.3-12: College Strategic Planning Update to District-wide Planning Council (ER 19-02)

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 (I.C.4-01). The catalog's description includes purpose, content, course requirements, and learning outcomes (I.C.4-02). The catalog is available online and is linked to on 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 (I.C.4-03). The section of the catalog identified as "Graduation Requirements" provides comprehensive information on degree and certificate requirements, general education requirements for Saddleback, CSU and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC systems; and transfer planning (I.C.4-04).

Divisions, departments, and programs also describe certificates, degrees, course requirements, and learning outcomes on their websites and in program-specific brochures (<u>I.C.4-05</u>; <u>I.C.4-06</u>). 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 (<u>I.C.4-07</u>; <u>I.C.4-08</u>; <u>I.C.4-09</u>).

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.

Evidence

I.C.4-01: 2016-2017 College Catalog – Listing of Awards

I.C.4-02: Saddleback College Catalog

I.C.4-03: Sample of Catalog Program Description

I.C.4-04: Graduation Requirements

I.C.4-05: Automotive Technology Brochure

I.C.4-06: Automotive Technology Website

I.C.4-07: SLO Handbook

I.C.4-08: SLO Reporting Business Department

I.C.4-09: Department SLO Reporting Form

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. BPs and ARs are reviewed and revised through BPARAC and are aligned with BP 107 and AR 107 (I.C.5-01; I.C.5-02). BPARAC is a shared governance committee with representation from all constituent groups in the District and is chaired by the vice chancellor of business service (I.C.5-03). 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 CCLC. 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 (I.C.5-04).

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 CC is the primary body at the College responsible for the review of policies and procedures and for making recommendations to the president for approval (I.C.5-05).

As described in the Planning and Governance Manual, and in accordance with Title 5, the College ensures the participation of all constituent groups, including administrators and managers, 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 CSEA and the Classified Senate, and students are represented by the 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 Planning and Governance Manual (I.C.5-06), which is maintained by OPRA; the Student Handbook (I.C.5-07), which is maintained by the Counseling Division; and the Faculty Handbook (I.C.5-08), which is maintained by the Academic Senate. 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, the Communications and Graphics Manual (I.C.5-09) and the Graphics Department Guidelines (I.C.5-10). Content managers at the department level are responsible for the

accuracy of information displayed on their webpages and are encouraged to follow the "Standard Operating Procedures of the Saddleback College Website" (I.C.5-11).

Analysis and Evaluation

The College has well-established procedures and practices in place to regularly review District and College policies, procedures, and publications. This review occurs through a participatory governance process that involves all constituent groups and ensures integrity in all representations of the College's mission, programs, and services. To ensure ongoing integrity and inclusion of the most current policies, procedures, programs, and services in publications, a publication timeline is being developed. This publication timeline will allow for planning and a thorough review of all aspects of digital and print publication and will be widely distributed.

Evidence

<u>I.C.5-01</u>: BP 107, Board Policy and Administrative Regulation

<u>I.C.5-02</u>: AR 107, Board Policy and Administrative Regulation

I.C.5-03: BPARAC Composition and Purpose

I.C.5-04: SOCCCD Board Policies

I.C.5-05: Planning and Governance Manual, page 27

I.C.5-06: Planning and Governance Manual

I.C.5-07: Saddleback College 2016-2017 Student Handbook

I.C.5-08: Saddleback College 2016-2017 Faculty Handbook

I.C.5-09: Communications and Graphics Manual

I.C.5-10: Graphics Guidelines

I.C.5-11: Website Standard Operating Procedures

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. 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, the online class schedule and on the student MySite portal provide students with information

about the fees associated with their classes, the cost of textbooks, and payment and refund information (I.C.6-01; I.C.6-02; I.C.6-03; I.C.6-04).

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 complete 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 (I.C.6-04).

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 (I.C.6-01; I.C.6-03; I.C.6-04).

Evidence

<u>I.C.6-01</u>: Saddleback College 2016-2017 College Catalog I.C.6-02: Saddleback College Online Course Schedule

I.C.6-03: Saddleback College Student Portal

I.C.6-04: Financial Assistance and Scholarship Office

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. (ER 13)

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 (<u>I.C.7-01</u>) (ER 13-01), 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 (I.C.7-02).

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.
- 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

I.C.7-01: BP 6120, Academic Freedom (ER 13-01)

I.C.7-02: American Association of University Professors Statement, 1990

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

Evidence of Meeting the Standard

The 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, Academic Freedom (I.C.8-01), 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 CC. The statement is posted in various offices and meeting rooms around campus and on the College website (I.C.8-02).

The Statement reads:

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 unfailing in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

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

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

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

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

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

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, Student Conduct (<u>I.C.8-03</u>), and AR 5401, Student Conduct, outline the rights and responsibilities of students (<u>I.C.8-04</u>). BP 5401 and AR 5401 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 BP and AR can be found on the District's website and the College's website and are published in both the College Catalog and the Student Handbook (<u>I.C.8-05</u>).

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 process for 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

I.C.8-01: BP 6120, Academic Freedom

I.C.8-02: Saddleback Statement of Mutual Respect and Collegial Behavior

I.C.8-03: BP 5401, Student Conduct

I.C.8-04: AR 5401, Student Conduct

I.C.8-05: Student Handbook, Excerpt on Student Conduct

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 (I.C.9-01) 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 "demonstrate tolerance of different perspectives," and the demonstration of "current knowledge of [the] discipline" (I.C.9-02). 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

<u>I.C.9-01</u>: Faculty Code of Ethics and Professional Standards

I.C.9-02: BP 6120, Academic Freedom

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

The College is a public institution. As such, the College is open to all students regardless of race, religion, ethnicity, or preference. The College does not require conformity to specific beliefs or world views of students nor employees. The College does express a commitment to mutual respect and collegial behavior so students can achieve their educational goals and employees can maximize their performance (<u>I.C.10-01</u>). In addition, a primary goal of the District and the College Strategic Plan is to "foster an environment characterized by creativity, innovation, respectful interactions and collaboration" (<u>I.C.10-02</u>; <u>I.C.10-03</u>).

Analysis and Evaluation

The Mission, Vision and Values of the College and the Mission, Vision and Values of the SOCCCD clearly demonstrate that the College and District do not seek to instill specific beliefs or world views.

Evidence

<u>I.C.10-01</u>: Statement of Mutual Respect and Collegial Behavior

I.C.10-02: District-wide Strategic Plan 2014-2020

I.C.10-03: Saddleback College Strategic Plan 09/21/16

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 This Standard

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

Analysis and Evaluation

This standard is not applicable.

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. (ER 21)

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— including regular self-evaluations, requested follow-up reports, midterm reports, annual reports, and substantive change reports—in a sincere and timely manner. 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 (I.C.12-01) (ER 21-01).

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 (<u>I.C.12-02</u>) (<u>ER 21-02</u>). 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, a substantive change report was submitted on September 16, 2016 (I.C.12-03) (ER 21-03).

Evidence

<u>I.C.12-01</u>: ISS Correspondence with ACCJC (<u>ER 21-01</u>)

I.C.12-02: Saddleback College Accreditation Website Snapshot of Letters and

Communication (ER 21-02)

I.C.12-03: Commission Cover Letter for Substantive Change Proposal (ER 21-03)

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. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The latest accreditation report for the College, as well as follow-up reports, midterm reports, letters and publications, is available publicly on the College website (I.C.13-01; I.C.13-02) (ER 21-04; ER 21-04). Other external agencies that the College interacts with regularly include the CCCCO, and the California Community College Athletic Association as well as program-related accreditation agencies and agencies that award grants to the College.

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 (<u>I.C.13-03</u>). The RN 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 (<u>I.C.13-04</u>; <u>I.C.13-05</u>). The HIT Program was initially accredited in 2015 by the Commission on Accreditation for Health Informatics and Information Management Education (<u>I.C.13-06</u>; <u>I.C.13-07</u>). The Saddleback Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (<u>I.C.13-08</u>). The Paramedic Program has maintained ongoing accreditation since 2003 (<u>I.C.13-09</u>). 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 (<u>I.C.13-10</u>; <u>I.C.13-11</u>).

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 long-term and ongoing accreditation statuses of the College and its programs.

Analysis and Evaluation

As the documentation on the College's Accreditation webpage indicates, the College adheres to the Eligibility Requirements, Accreditation Standards, and Commission Policies of the ACCJC. The College responds expeditiously, honestly, accurately, and consistently to all accrediting agencies, external agencies, and regulatory organizations. 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.

Evidence

- <u>I.C.13-01</u>: Accreditation Information Website (ER 21-04) <u>I.C.13-02</u>: Reaffirmation of Accreditation Letter (ER 21-04) <u>I.C.13-03</u>: CA BRN Pre-licensure RN Programs
- <u>I.C.13-03</u>: CA BRN Pre-licensure RN Programs
- **I.C.13-04**: ACEN Accredited Nursing Programs
- <u>I.C.13-05</u>: Nursing Program Webpage
- I.C.13-06: CAHIM Accredited HIT Programs
- I.C.13-07: HIT Program Webpage
- **I.C.13-08**: Accredited Paramedic Programs
- I.C.13-09: Paramedic Program Webpage
- I.C.13-10: CAADE Colleges and Universities
- I.C.13-11: Alcohol and Drug Studies Webpage

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 assesses how the College 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 (I.C.14-01).

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

I.C.14-01: Saddleback College Foundation

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.

II.A: Instructional Programs

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

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 (PR), completed every two years, requires faculty to address how their programs serve to support the College's Mission Statement (II.A.1-04) (ER 11-10). In addition, each program is required to have program-level student learning outcomes (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 11-11; ER 11-12; ER 11-13; ER 11-14).

Through the curriculum process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular PR. 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 (CSU) and University of California (UC) systems to ensure articulation.

All 113 California Community Colleges, including Saddleback College, maintain three general education (GE) 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 CSU General Education Requirements for students planning to transfer to the CSU system (II.A.1-16), and a local GE 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 GE, 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 (AO) then ensures that articulation agreements are prepared for the newly developed program. The 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 webpage (II.A.1-21). New and revised programs are then approved by the Academic Senate, the Board of Trustees (BOT), and the State Chancellor's Office.

In the case of Career and Technical (CTE) education 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 BOT. 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 BOT before being offered.

In addition to CE, the College illustrates its commitment to the lifelong learner through the Emeritus Institute, 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 SLOs 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 BOT, 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 institutional-level SLOs (ISLOs), and as part of the biannual PR 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 nonclassroom 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 Collegewide 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 (<u>II.A.1-40</u>; <u>II.A.1-41</u>). 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 (<u>II.A.1-42</u>; <u>II.A.1-43</u>; <u>II.A.1-44</u>).

Information on graduation requirements is available on the College website, in the Student Handbook, and in the College Catalog, which includes a description of all degree and certificate requirements as well as the GE 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 on whether 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 state 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 that their offerings 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 (DE), 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 Health Information Technology (HIT) which is completely 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

The 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 the College's 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 PR 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 11-10) II.A.1-05: College Catalog PSLOs (ER 11-11) II.A.1-06: Sample PSLOs in Online College Catalog (Marine Science) (ER 11-12) II.A.1-07: Sample PSLOs in Online College Catalog (Interior Design) (ER 11-13) II.A.1-08: Sample PSLOs on Program Webpage (Graphic Design) (ER 11-14) 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, pages 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 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 (MOE) (II.A.2-01; II.A.2-02; II.A.2-03). Regular evaluation of both full-time and part-time faculty is practiced to determine whether faculty are teaching to the COR.

Both full-time and part-time faculty work collaboratively to regularly review and revise the CORs and to evaluate their programs through PR 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 above in II.A.1.

Program Review

During the PR process—which takes place every two years and is overseen by the EPA Committee—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 PR Handbook, the objectives of PR 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 PR 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 PR 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 PR process by ensuring that a research analyst is available to help faculty with their research needs. Finally, an important component of the PR 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 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 PR process (II.A.2-07; II.A.2-08; II.A.2-09).

Faculty Dialogue and Professional Development

Beyond PR, faculty-led dialogue about effective teaching strategies is ongoing and pervasive. Each semester, a week of professional development activities is offered for all faculty. 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 (LMS) (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. Formally known as the Center for Instructional Design and 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 Disabled Students Programs and Services (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

knowledgeable of the tools and building blocks within the LMS, 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 staffled workshops in the FCSS. The College was at the forefront of training for its online faculty, and in the past it has offered a six-course skills award for faculty. This program was discontinued when @ONE created its 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 tenweek 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 evaluates 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 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 PR (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, PR, 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 PR.

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
- <u>II.A.2-18</u>: Ten week certification course for online instruction (Module 1)
- II.A.2-19: Ten week certification course for online instruction (Module 2)
- <u>II.A.2-20</u>: 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; PSLOs, which pertain to the knowledge and abilities that students gain within their field of study; and 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 EPA Committee in collaboration with the Curriculum Committee, the Academic Senate, and the Planning and Budget Steering Committee.

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 PR 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).

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 webpages 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 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 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. 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 the exam's 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 GE 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 PR 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, 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.3-25). 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

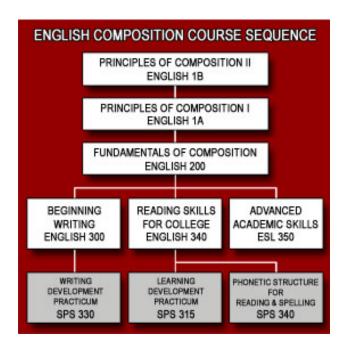
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II.A.3-01: EPA website
II.A.3-02: Sample AUO: Admissions and Records
II.A.3-03: Sample AUO: DSPS
II.A.3-04: Program Review Handbook (using TracDat)
II.A.3-05: Kinesiology Comprehensive Program SLO report (PDF only)
II.A.3-06: SLO Handbook (using TracDat 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
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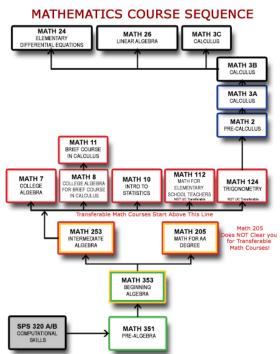
II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum in English, math, reading, and English as a Second Language (ESL). Pre-collegiate level courses are designed to prepare students for college-level coursework, and as such are 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-

<u>02</u>). 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, it is student need, as determined through matriculation testing, which 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 given 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 courses 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 programs of 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 Economic and Workforce Development (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 the College's students.

Basic skills students are supported by the SSSP through the matriculation process, by Counseling Services in the development of academic plans and explanation of course sequencing, and by the Learning Resource 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 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 six (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 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 both 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 has also developed additional courses which aid in academic success. These courses include ESL 354, Vocabulary Skills for College; ESL 355, ESL Reading for College: American Literature; and ESL 357, Grammar Review for College.

Evidence

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II.A.4-01: College Catalog: Discussion of Course Sequencing
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<u>II.A.4-02</u>: 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

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, broadbased, 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 MOE to assess the course. The state-approved 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 GE requirements and, in accordance with Board Policy (BP) 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 AO 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 PR 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 Education Code. The Academic Senate, Faculty Association, and administration regularly review and update this process. Furthermore, faculty and administration implement this process to ensure that division deans or their designees evaluate all probationary, tenured, part-time classroom, and nonclassroom faculty. This faculty evaluation process considers faculty expertise, organization, communication skills, teaching methods, and the quality of faculty 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.

STARTING WITH A LOCALLY APPROVED COURSE OUTLINE OF RECORD... **NEW ONLINE COURSE CURRICULUM REVIEW & APPROVAL PROCESS DOCUMENTATION APPROVAL** NOTIFICATION Initiated by: Entered into Addendum Form Approved by Curriculum Subnmittee, including Dept. Written Guidelines available Chair and Representatives (TBC) Support available from OE Committee Rep.
 Curriculum Lead Team Rep. Curriculum Lead Team and/or Department & **OE** Committee Dean to be Dept. Chair * notified for scheduling Consented by: Scheduling **Reviewed for Accuracy** · Curriculum Comm. by Curriculum Lead Academic Senate Team V.P. Instruction SOCCCD Board

Flow-chart for D.E. Curricular Approval Process

II.A: Instructional Programs

Faculty evaluations also maintain the quality of online courses. As with face-to-face evaluations, 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 BP 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. PR 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 (webpage)
- 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 this. 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 programs (II.A.6-21). This plan was approved by the Consultation Counsel in March of 2016 and has since been implemented.

Evidence

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

Evidence of Meeting the Standard

In order to best meet the needs of a diverse student population, the College uses a variety of teaching methodologies and delivery modes, including face-to-face, online, hybrid, field studies, service learning, and cooperative work experience. 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 PR 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 PR (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 (SEP), which is designed to "transform services by recommending best practices, activities and interventions to better serve students on campus" (II.A.7-04).

The following are some of the support programs that serve the diverse and changing needs of the College's students:

- The CE 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, the CE Department programming expanded to include afterschool and enrichment programs for K-12 and oversight of intensive language courses offered to international students. In 2015, CE Department programming expanded to include oversight of community-based 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 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 (VETs) 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 provides 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 many options at the College and a network of resources throughout California (II.A.7-17).

The 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

The 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, the College created the Institute for Teaching and Learning, which provided in-house online instruction training for faculty through a series of 2-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 FCSS (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

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II.A.7-01: SLO Handbook: Methodologies Section
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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 SSSP and in the Nursing and Reading programs, both of which used standardized testing 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 is 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 SEP 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 before retaking 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 program entrance exams that assess prior learning. 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, an indication of 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 a given 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 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 BP 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 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. 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.9-07; 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 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" (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 webpages (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, 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 MOE 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 PR, faculty illustrate how course-level SLOs are linked to both PSLOs and one, or more, of the ISLOs, which are listed below in II.A.11. ISLOs are the competencies and GE SLOs that students will attain through the completion of a degree or transfer program at the College. The ISLOs were developed by the EPA and approved by the Academic Senate. The ISLOs 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 PR 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.9-25). Based on their discipline expertise, faculty determine SLOs for all courses. 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.9-26).

Analysis and Evaluation

There is a direct correlation between the credits, degrees, and certificates awarded by the College and the attainment of the SLOs 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 Webpage

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 (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 AO, the Curriculum Committee, the General Education 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-toface 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 courses taken at other California public colleges and universities. Generally, the Counseling Department determines equivalency of courses (II.A.10-16); specifically, the College's AO, 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, SLOs, 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 member 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 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. 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 GE 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 SLOs 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

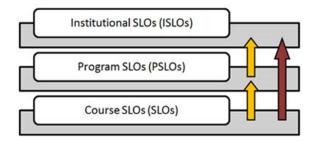
Students completing a degree or transfer program at Saddleback College will be able to:

- 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 as the result of their completion of 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 PR 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 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 Bahá'í 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. 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. In addition, 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 for student learning in and out of the classroom to align 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 BP 5600 (II.A.12-01), all associate degree programs at the College require the completion of a minimum of 18 semester units of 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 GE patterns: IGETC (II.A.12-02), CSU GE (II.A.12-03), or the College's GE requirements, as described in II.A.1 above (II.A.12-04). The College Catalog contains descriptions of the GE patterns (II.A.12-05; II.A.12-06). Descriptions of individual courses within the GE patterns can also be found in the catalog (II.A.12-07) (ER 12-04). The philosophy that GE is not an isolated endeavor drives GE 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 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 GE. 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 GE (II.A.12-10; II.A.12-11; II.A.12-12; II.A.12-13) (ER 12-05). While the GE Committee used to use a handbook of criteria to 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 for 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 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 GE requirements. While faculty have the freedom to create their curriculum, the AO verifies 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 BOT 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 GE includes SLOs 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 the social sciences (II.A.12-16; II.A.12-17) (ER 12-07; ER 12-08). The EPA Committee develops ISLOs in alignment with Lumina Foundation's Degree Qualifications Profile, 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. Considering the particulars of the discipline, faculty drive the decision of which modalities in which to offer particular GE courses. 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

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

Evidence of Meeting the Standard

In addition to the GE requirements, BP 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 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 (<u>II.A.13-06</u>), which are designed to highlight student achievement as it relates to a given student's educational goals. Furthermore, during PR faculty are asked to discuss how SLO assessment leads to overall PSLO attainment (<u>II.A.13-07</u>; <u>II.A.13-08</u>; <u>II.A.13-09</u>).

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

<u>II.A.13-03</u>: 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

<u>II.A.13-08</u>: Medical Assistant Program Review 2015: Responding to Discussion of PSLOs

<u>II.A.13-09</u>: Speech Program Review 2015: Responding to Discussion of PSLOs

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

The College has one of the most diverse offerings of 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.4-02). 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 PR (<u>II.A.14-05</u>). As discussed in II.A.1 above, all CTE programs must go through local, regional, and state

approval. Regional approval is done through the Los Angeles Orange County Regional Consortium, which scrutinizes each new or substantially revised program to ensure that the program relates to demonstrated employment opportunities, meets the needs of local business and industry, 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 PR 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 these 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 PR, programs engage in continuous evaluation to ensure that they continue to meet local business and industry needs.

Evidence

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

Evidence of Meeting the Standard

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 GE 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: WSCH/FTEF

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, precollegiate, 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, PR, 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. PR, 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 PR. 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 PR, 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 PR process evaluates relevancy, appropriateness, achievement of SLOs, currency, and planning for the future can be found in the PR Handbook (II.A.16-08). Page three outlines the objectives of PR 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 PR are also tied directly to institutional planning and the allocation of resources. As part of the PR 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 (<u>II.A.16-09</u>; <u>II.A.16-10</u>; <u>II.A.16-11</u>). 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 PR process with the exception of CE. Classes offered through the College's 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 BOT. The division dean for quality and relevance regularly evaluates CE classes. 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. The survey was carried out through Constant Contact, the program's 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 SLOs 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 PR undertaken every two years. Moving from a five-year to a two-year PR cycle in 2011, as well as the creation of program-specific objectives that link to the College's strategic planning efforts, has had an markedly 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. The creation of this position demonstrates the College's recognition of the need for 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.16-14: AVPIE Organization Chart

II.A.16-01: S	SLO Handbook
II.A.16-02: 1	Program Review Handbook
<u>II.A.16-03</u> : 1	EPA Document tied to Reflection on SLOs Assessment
<u>II.A.16-04</u> : 1	Electronic Technology Program Review Reflection on SLOs and Objectives
<u>II.A.16-05</u> : 1	Biological Sciences Program Review Reflection on SLOs and Objectives
II.A.16-06:	Curriculum Review Guide
I <u>I.A.16-07</u> : I	PR HB Student Success Indicators
<u>II.A.16-08</u> : 1	PR Handbook, page 3
<u>II.A.16-09</u> : 1	PR Handbook Objectives and Action Steps tied to Resource Allocation, page 19
<u>II.A.16-10</u> : 1	Electronic Technology PR Action Steps
<u>II.A.16-11</u> : 1	Biological Sciences PR Action Steps
II.A.16-12:	College for Kids Survey Results
II.A.16-13:	Junior Gaucho Swim Survey Results

II.B: Library and Learning Support Services

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

The College supports student learning and achievement by providing extensive learning support services for students; many of these services are housed in the recently renovated state-of-the-art Library and 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 SLOs. 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. 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, which provide students 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 of book 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 PRs and by reviewing new course proposals or revisions as they come through the curriculum process.

The Library's collection includes 118,752 print books and 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 (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 2015-2016. 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 of the databases. Annually, this data is used to make renewal decisions. For the 2015-2016 academic year, there were a total of 381,095 searches conducted in all Library databases. There were a total of 158,078 searches conducted in the statewide 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 inperson during all 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, the College's librarians can remotely serve students and the community.. This is a particularly valuable service for students taking online courses.

Through Google Analytics, the Library collects data on the number of Library webpage views. Between August 17, 2015 and May 23, 2016, the Library webpage was visited 238,310 times, 341 chat reference questions were answered, there were 1913 study room bookings, and 255 students signed up for at least one of the Library workshops using WCONLINE, an online scheduling software piloted in 2015-2016 (II.B.1-09) (ER 17-05).

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 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's 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. 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 (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 greater detail in II.B.3 (II.B.1-15; II.B.1-16).

LRC Tutoring Center Services

The LRC Tutoring Center shares the 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 online education and learning resources; 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 to oversee the tutors, provide tutor training, and assist students. Currently, 16 part-time faculty support the Tutoring Center and its 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 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 (II.B.1-23; II.B.1-24; II.B.1-25).

By ensuring that counselor-referred students can secure appointments that are an hour in length for any discipline, the LRC Tutoring Center has expanded support for DSPS students . A DSPS counselor also spends eight hours a week in the center to assist both students and tutors. In addition, LRC tutoring is offered in the 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 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 provides WorldWideWhiteboard 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. In spring 2015, the Tutoring Center began to provide 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 48 hours. On average, the Paper Center receives approximately 250 submissions per semester and is expanding to support students who need assistance with their essays and writing related assignments in other disciplines. The Tutoring Center also serves as a pilot location for the tutoring platform of the Online Education Initiative (OEI) the Center is collaborating with Irvine Valley College to select a more effective online tutoring platform for the District (II.B.1-27).

Embedded Tutors and Supplemental Instruction

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

In spring 2015, the College implemented the Refresh Program. This program—which is coordinated by LRC tutoring, matriculation, and the math and English departments—provides students who have matriculated into basic skills math courses (MATH 251, 351) and basic skills English and reading courses (ENG 340, 300 and 200) the opportunity to attend a multiday workshop. These workshops refresh students' skills, build their confidence, and expose them to test taking best practices. On the final day of the workshop, students who successfully meet the requirements of the workshop have the opportunity to re-matriculate. The success of this program is evidenced by the fact that of the students who retested, 56 percent placed into a higher-level English course, 58 percent placed into a higher-level reading course, and 48 percent placed into a higher-level math course. Further analysis is needed to determine the long-term success rates of these students in their coursework (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 the use 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 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 (II.B.1-29).

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. In addition, 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 by asking questions, solving problems, and modeling behavior 80 percent of the time; meanwhile the tutor, through questioning and leading, assists the student the remaining 20 percent 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 the implementation of the Socratic tutoring process, the College's 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).

Directed Learning Activities (DLA)

In spring of 2016, the LRC Tutoring Center, in coordination with the English Department, started to develop Directed Learning Activities (DLAs). 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 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. This work group consists of faculty from the 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 (II.B.1-32).

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 zero-client computers as well as copy machines and printers. Implementation of scanning capabilities is planned for 2016-2017. All campus computer labs, and the made software available to students and faculty, are outlined in detail in 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 labs on the second and third floors of the LRC (II.B.1-33).

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 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 (II.B.1-34).

Faculty Center for Student Success: FCSS provides all professional development on campus for faculty. 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. FCSS also offers Professional Development Week activities in fall and spring. The FCSS has 32 computers and two sound booths faculty can use to create and edit instructional videos (<u>II.B.1-35</u>).

Language Lab: 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 lab class that develops, expands, and reinforces multiple second language skills. The Language Lab has 40 computers available for students (II.B.1-36).

Library Instruction Classroom: The instruction classroom is equipped with 30 laptops, one instructor station, an overhead projector, and a scanner (II.B.1-37).

Writing Center: 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 (<u>II.B.1-38</u>).

In addition, the College has a number of programs that have 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 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. In addition, librarians also teach two for-credit classes (II.B.3-03).

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 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.1-39).

Analysis and Evaluation

The College supports student learning and achievement by providing tutoring and learning support services to students. Furthermore, the College provides services 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 2016-2017 (ER 17-03)
- II.B.1-07: Library Budget 2016-2017
- 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: DLA - Example II.B.1-33: Student Technical Support Webpage II.B.1-34: Academic Reading Center Webpage
- II.B.1-35: Faculty Center for Student Success Webpage
- II.B.1-36: Language Lab Webpage
- II.B.1-37: Library Instruction Room Workshop Schedule Fall 2016
- II.B.1-38: Writing Center Webpage
- II.B.1-39: 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 the 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 2012-2013 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 the 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, as discussed in III.C.2 below (II.B.2-12)(ER 17-08).

Each of the College's divisions is given a budget to purchase educational materials and equipment. The College also has competitive equipment and technology processes that allow for the request of items that exceed a given division's budget. Discipline experts make these requests through program or AURs, 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 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 2016-2017
II.B.2-07: Saddleback Weeding Guidelines
II.B.2-08: Library Budget - SOCCCD Ledger Account Balance Library 2016-2017
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 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 AUOs. 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. Eighty three 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 students access the Library remotely; this data 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 (<u>II.B.3-03</u>; <u>II.B.3-04</u>).

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.1-37; II.B.3-05; II.B.3-06; II.B.3-07; II.B.3-08).

During spring 2016, the Library offered the following information competency workshops:

- Books and eBooks
- EasyBib Citations
- Finding Articles (also available online)
- Finding Information (online pilot)
- Avoiding Plagiarism (online)
- 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 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.1-17).

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 WCONLINE, 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.3-17; II.B.3-18; II.B.3-19).

LRC Tutoring also works with a research analyst from the Office of Planning, Research and Accreditation (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.1-27).

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 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, 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 students on both campuses. The 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 the College 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 College's CE program. Students enrolled at FLS International (a nearby language school) enjoy limited borrowing privileges at the Library by presenting their FLS International ID (II.B.4-03). Formal agreements also exist between the 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 (WCONLINE) (<u>II.B.4-08</u>) (<u>ER 17-10</u>)
- 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 (<u>II.B.4-11</u>)
 (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) Annual Renewal (II.B.4-14) (ER 17-16)
- SARS (II.B.4-15) (ER 17-17)
- Unique Management Services, Inc. (UMS) (<u>II.B.4-16</u>) (<u>ER 17-18</u>)
- Library of Congress (Classification Web) (II.B.4-17) (ER 17-19)
- American Library Association (RDA Toolkit) (II.B.4-18) (ER 17-20)
- Xerox (II.B.2-12) (ER 17-08)
- Yankee Book Peddler (II.B.4-19) (ER 17-21)

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 LRC Tutoring. The following is a list of current vendor contracts:

- 26 Design (WCONLINE) (II.B.4-20) (ER 17-22)
- Link Systems (NetTutor, WorldWide Whiteboard) (II.B.4-21) (ER 17-23)
- Nub Games, Inc. (Library H3lp Chat Service) (II.B.4-22) (ER 17-24)
- SARS (II.B.4-15) (ER 17-17)

To more effectively serve online students as part of its involvement with the Online Education Initiative, the College is currently piloting online tutoring services with Link-Systems' NetTutor and WorldWideWhiteboard 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 the 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 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 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 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 LRC building in 2013. The three Advidia A-54 IR cameras are located on the second and third floor exterior stair wells and on the second floor emergency exit door.

The Library and LRC Tutoring computers and software are maintained by Technology Services. The College and the District use an online work request system to respond to computer technology equipment repair notifications using the Districtwide Support Portal. 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.2-10).

WorldShare is cloud-based software and 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 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.2-12).

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.

Evidence

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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) Annual Renewal (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: 26 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)
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II.C: Student Support Services

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 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. SLOs and 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

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.1-05) (ER 15-03; ER 16-01; ER 16-02; ER 16-03).

The 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

Admissions and Records support services are available to all students; these services 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.

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
- Petitions to graduate
- Petitions for certificates
- Registration priority status
- Transcript requests
- Unofficial transcripts

The quality of Admissions and Records services were evaluated through the Student Services Satisfaction Survey in 2013. 85.7 of the respondents to the survey were "Very Satisfied or Satisfied" with the Admissions and Records Services. Additionally, 93.5 of the respondents described themselves as "Very Satisfied or Satisfied with MySite" (II.C.1-06; II.C.1-07; II.C1-08) (ER 15-04; ER 15-05; ER 15-06). Admissions and Records 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 of their survey revealed that email messages and the College website were the most common modes 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 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 who serves evening students and classes and who is primarily responsible for supporting all DE courses that utilize the College's services or assessments. In addition, two part-time

office assistants ensure coverage during service hours.

The Career and Re-Entry 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-related 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 2009-20110 (<u>II.C.1-13</u>; <u>II.C.1-14</u>) (<u>ER 15-09</u>; <u>ER 15-10</u>). During the renovation of the Library Building the unduplicated headcount of student visits increased to 20,000 students. During 2010, a Career and Re-Entry Center position was reassigned and not replaced. Due to a loss of this position the attendance reports from SARS have not been run on a regular basis (<u>II.C.1-15</u>).

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.

Reason Code*	Duplicated	Unduplicated
Career Guidance – Assessments	402	307
Research Careers	6,645	1,689
Re-Entry Services	201	159
Web/Lib Resources	5,248	1,630
CCLD Workshop	1,567	1,198
	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, which currently has 1100+ members (II.C.1-19). The position also provides extensive employer relations as it offers 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 11 of the reporting organizations hired at least one candidate from the event and 27 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, and 82.5 percent of responding students report this service "Extremely valuable," 72 percent report they are more confident in their job search, and 44 percent report that they got a job after the resume 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. Eight four percent of responding students reported very high to exceptional value gained from the presentation, and 100 percent 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 College 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 College students carrying six or more units. Students who qualify for

financial aid on campus receive a 20 percent 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 by 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 the 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 Collegewide 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 the development of educational plans, 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 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 with which students can design 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 2013-2014 and 2014-2015 academic years, there was a 25 percent increase in approved comprehensive academic plans. Since MAP can be accessed and completed on a given student's computer at any time and in any location, this data includes DE 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 the ability of Counseling Services 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 utilizes 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 the 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 AUR. AUR speaks to division strengths, opportunities, challenges and needs, as well as 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.1-40) (ER 15-21).

Disabled Students Programs and Services

DSPS regularly evaluates the quality of their services through surveys, the evaluation of usage data, the review of AUOs, and the completion of AURs (<u>II.C.1-41</u>; <u>II.C.1-42</u>) (<u>ER 15-22</u>).

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 AUOs and are also used for AURs. 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. Eight six 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 the 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 those students, 70 percent kept an appointment and submitted books/class materials for conversion 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 PR every two years. The PR 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 (<u>II.C.1-45</u>; <u>II.C.1-46</u>), an interaction process during an accommodations appointment with the student determines what accommodations

and auxiliary services will be most effective for optimal learning. Accommodations apply to students for face-to-face, DE, and CE classes. 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 for the student. 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; materials can be delivered through email or physical mail. For those DE students whose accommodations include extended time on tests, DSPS provides 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.1-47; II.C.1-48) (ER 15-25).

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.1-49; II.C.1-50; II.C.1-51; II.C.1-52; II.C.1-53) (ER 15-26; ER 15-27). In addition, EOPS/CARE and CalWORKs faculty and staff have biweekly meetings to discuss the progress of the support services that these programs offer to students (II.C.1-54). In 2013, the EOPS/CARE and CalWORKs Program conducted a student survey to evaluate the services offered through these programs (II.C.1-55) (ER 15-28). 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.1-56). Ninety three percent of students agreed or strongly agreed that their EOPS counselor was knowledgeable about academic programs, GE 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.1-57).

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.1-58).

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

The quality of programs are also measured by required mandated state and federal reports, such as the CCCCO Student Services Automated Reporting for Community Colleges and the Federal Fiscal Operations Report and Application to Participate (II.C.1-59; II.C.1-60).

In addition, every two years, the Admissions 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 future objectives. Each AUR also presents the completion of previous objectives (II.C.1-61) (ER 15-29).

Support services for all students, including DE students, include extensive web access to state and federal financial aid applications, missing financial aid documents, messages, awards and disbursement information through the online My Financial Aid portal (II.C.1-62). In addition financial question support is available 24/7 through short videos that discuss important financial topics (II.C.1-63).

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 coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs (II.C.1-64; II.C.1-65).

The quality of support services were evaluated through the Student Services Satisfaction Survey 2013. The results of the 2013 survey revealed that 100 percent of the respondents were "Very Satisfied or Satisfied" with the International Student Office. In fall 2016, evaluations were performed at the International Student Orientation. Thirty-five students attended the event. A total of 29 students participated in the survey by answering14 multiple choice questions and two short essay questions. Twenty students wrote positive feedback on how helpful the orientation was, and 25 students wrote positive feedback on how well they understood the orientation (II.C.1-66).

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, are discussed above in the discussion of admissions and records.

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 Heath 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 screenings, including mental health therapy and women's health. A minimal fee does apply to some procedures, tests, labs, and prescriptions (II.C.1-67; II.C.1-68) (ER 15-30).

The College has a Crisis Intervention Team which includes staff from the Student Health Center and Counseling Services (II.C.1-69; II.C.1-70). 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.1-71).

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

The SSSP evaluates its student support services through student surveys, the review of AUOs, and the completion of AURs (II.C.1-72; II.C.1-73) (ER 15-31). 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.1-74) (ER 15-32). In spring 2016, the College participated in the Community College Survey of Student Engagement (CCSSE) (II.C.1-75) (ER 15-33).

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.1-76).

The SSSP PR 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 percent of first-time students completed orientation (II.C.1-77) (ER 15-34).

The College is able to meet all student orientation needs as the orientation 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 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.1-78) (ER 15-35).

Transfer Center

It is the mission of the Transfer Center 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 GE pattern, lower-division major preparation, and maintenance of a competitive grade point average (II.C.1-79).

The Transfer Center regularly evaluates the quality of support services provided to students through student surveys, by reviewing AUOs, by completing AURs, and by evaluating data (II.C.1-80) (ER 15-36). 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 four-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.1-81). 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 DE 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 deliver, 83 students participated in the survey (II.C.1-82) (ER 15-37).

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. Fifty six 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.

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." Seventy six percent rated their satisfaction with application help as "very satisfied." Finally, 73 percent of students were "very satisfied" with the length of their appointment.

At 71 percent, center counseling related to college choices was the highest rated reason for visiting the Transfer Center, 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.1-83) (ER 15-38).

Veterans Education and 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 their communities (II.C.1-84; II.C.1-85).

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.1-86) (ER 15-39). 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 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.1-87).

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.1-88).

Veterans Affairs and Services

The Veterans Office assists students in completing paperwork required for VA education benefits (II.C.1-89). 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.1-90) (ER 15-40).

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

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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)
<u>II.C.1-04</u>: College Catalog, 2016-2017 (<u>ER 15-03</u>; <u>ER 16-02</u>)
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 (ER 15-07)
II.C.1-10: Admissions and Records 2015 Administrative Unit Review (ER 15-08)
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 15-09)
II.C.1-14: Center for Career and Life Development AUOs 2008-2010 (ER 15-10)
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 15-11)
II.C.1-24: 2016 Career Fair Employer Survey Results (ER 15-12)
II.C.1-25: Career Fair Student Survey 2016 (ER 15-13)
II.C.1-26: Career Fair Student Survey Results 2016 (ER 15-14)
II.C.1-27: Career Placement Resume Review Survey (ER 15-15)
II.C.1-28: Career Placement Resume Review Survey Results (ER 15-16)
II.C.1-29: Career Placement Presentation Survey (ER 15-17)
II.C.1-30: Career Placement Presentation Survey Results (ER 15-18)
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 -19)
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 15-20)
II.C.1-40: Counseling Services 2013 Administrative Unit Review (ER 15-21)
II.C.1-41: DSPS 2016 Administrative Unit Review (ER 15-22)
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II.C.1-42: Disabled Students Programs and Services Webpage
II.C.1-43: 2009-10 DSPS Administrative Special Services (ER 15-23)
II.C.1-44: DSPS Services AUOs Results (ER 15-24)
II.C.1-45: Guidelines for Verification of Disability
II.C.1-46: DSPS Application for Services
II.C.1-47: DSPS FAQ Webpage (ER 15-25)
II.C.1-48: Partnership: A Faculty Guide to Special Services
II.C.1-49: EOPS Webpage
II.C.1-50: CARE Webpage
II.C.1-51: CalWORKs Webpage
II.C.1-52: EOPS-CARE 2016 Administrative Unit Review (ER 15-26)
II.C.1-53: CalWORKs 2016 Administrative Unit Review (ER 15-27)
II.C.1-54: EOPS Staff Meeting Minutes
II.C.1-55: 2013 EOPS Student Survey and Results (ER 15-28)
II.C.1-56: Example of an Educational Plan
II.C.1-57: EOPS Book Voucher Fall 2016
II.C.1-58: Student Financial Assistance and Scholarship Office Webpage
II.C.1-59: CCCCO Student Services Automated Reporting for CC
II.C.1-60: Federal Fiscal Operations Report and Application to Participate
II.C.1-61: Financial Assistance Services 2013 Administrative Unit Review (ER 15-29)
II.C.1-62: My Financial Aid – Student Log in
II.C.1-63: Financial Aid Answers 24/7
II.C.1-64: International Students Webpage
II.C.1-65: International Students Admission Requirements Webpage
II.C.1-66: International Student Orientation Evaluations Fall 2016
II.C.1-67: Student Health Center Webpage
II.C.1-68: Student Health Center 2016 Administrative Unit Review (ER 15-30)
II.C.1-69: Crisis Intervention Team Webpage
II.C.1-70: CIT Crisis Intervention Brochure
II.C.1-71: Student Health 101 Webpage
II.C.1-72: SSSP-Matriculation Webpage
II.C.1-73: Matriculation 2013 Administrative Unit Review (ER 15-31)
II.C.1-74: Matriculation Satisfaction Survey 2012 (ER 15-32)
II.C-1-75: CCSSE Report of Findings (Preliminary) Spring, 2016 (ER 15-33)
II.C.1-76: New Student Online Orientation Webpage
II.C.1-77: Orientation Outcomes 2014-15 (ER 15-34)
II.C.1-78: Counseling SLOs (ER 15-35)
II.C.1-79: Transfer Center Webpage
II.C.1-80: Transfer Center 2014 Administrative Unit Review (ER 15-36)
II.C.1-81: Transfer Center Workshops Webpage
II.C.1-82: Transfer Center Student Satisfaction Survey 2014 (ER 15-37)
II.C.1-83: Transfer Center AUOs (ER 15-38)
II.C.1-84: VETS Program Webpage
II.C.1-85: First Step for VETS Webpage
II.C.1-86: VETS AUR (ER 15-39)
II.C.1-87: May 2016, VETS Space Issue Task Force Report
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<u>II.C.1-88</u>: VETS Resources Webpage

<u>II.C.1-89</u>: VA Education Benefits Office Webpage

<u>II.C.1-90</u>: Student Payment and Veterans Office 2014 Administrative Unit Review (<u>ER 15-40</u>)
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II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

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 does not currently 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 AUO (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 those goals include 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 to promote student learning for counselors as well as students. The results of the aforementioned 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.1-35).

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 a 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

Through AUOs, 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 1,800 DSPS students in 2008 and 2,500 hundred students by 2014 (II.C.2-08). In response to this increase, DSPS has added counselors to meet student needs.

DSPS also assesses student outcomes through SLOs 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 a given course (<u>II.C.2-11</u>). Progress Report was piloted in spring 2016 by 25 faculty, and over 1,300 Progress Report nudges

were sent to students (<u>II.C.2-12</u>). 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 with students about 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 LRC, the College's free tutoring center; instructor office hours; and counseling (II.C.2-13). While Progress Report is voluntary tool for College 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. As of 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 AUOs (<u>II.C.2-15</u>). 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 by 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. As part of planning 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's 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 needs to be submitted with assigned signatures to the Chancellor's 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 Chancellor's Office by November 15th. The EOPS and CARE Mid-Year Reports need to be submitted with assigned signatures to the Chancellor's 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 has four objectives:

- 1. To adopt the Common Assessment Initiative (CAI) and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses
- 2. To 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. To contextualize remedial instruction in foundational skills for the specific academic and career pathways in which students seek to advance
- 4. To 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, and 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.1-74).

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, typically using Class Climate and now Turning Technologies, from Freshman Advantage Fridays, Refresh, Week of Workshops (WOW), and Probation Workshops. SSSP staff use data to help update and improve service and program delivery. The SSSP researcher regularly assists the staff with data analysis (<u>II.C.2-</u>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, takes 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:

- The approved MAPs completed by counselors in the Transfer Center (<u>II.C.2-30</u>)
- 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 (TPP) students (<u>II.C.2-33</u>)
- 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 and 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 major submissions to the VA-Once system, 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 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 student counterparts in face-to-face classes. While the OEI-engaged courses at the College are piloting studentreadiness 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 provides consistent support for students who need desktop support with passwords, access to the LMS, and simple technical issues, such as converting files and trouble-shooting. There are currently two full-time staff members and one half-time staff member dedicated to the technical support of the 30,000+ students enrolled at the College; increasing support is an important consideration for the College, especially should the College choose 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 appointment-scheduling system, WCONLINE, which gives students the ability to create, edit, and cancel appointments.

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 both 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**: Counseling Services AUOs
- **II.C.2-03**: Counseling Services SLOs
- II.C.2-04: MySite Login
- II.C.2-05: Counseling Courses Webpage
- II.C.2-06: Counseling SLOs Complete
- II.C.2-07: DSPS AUOs
- II.C.2-08: DSPS Unduplicated Report
- II.C.2-09: Adapted Kinesiology SLOs
- **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
- II.C.2-16: EOPS/CARE Student Utilization report
- II.C.2-17: 2015-2016 EOPS Final Expenditure Report
- II.C.2-18: 2015-2016 CARE Final Expenditure Report
- II.C.2-19: 2015-2016 CalWORKs Final Expenditure Report
- II.C.2-20: 2015-2016 EOPS Proposed Budget and Acting Report
- II.C.2-21: 2015-2016 CARE Proposed Budget and Acting Report
- II.C.2-22: 2015-2016 CalWORKs Proposed Budget and Acting Report
- II.C.2-23: 2015-2016 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 Multiple Evaluations
- **II.C.2-29**: Transfer Planning Webpage
- II.C.2-30: Map Usage by Counselor Fall 2015-Spring 2016
- II.C.2-31: UC Admissions-CSU Screenshot
- II.C.2-32: Private and Out-of State Admissions 2013-2014
- **II.C.2-33**: Tracking of Honors Program and Teacher Preparation Pipeline Students
- **II.C.2-34**: Transfer Admission Planner (TAP)
- II.C.2-35: UC Data Sharing Follow-up
- 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 the effectiveness of programs 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 processes.

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 for 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, the 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 more than 400 high school students. High school students who complete Counseling 100 have informed educational plans and meet 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 was 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 College's long-range plan is to move DSPS into the Gateway Building after the building is completed.

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, a student must be CalWORKs or TANF recipient 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 each semester.

Follow-up services are communicated in person, by email, or by 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

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 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 opportunities to achieve 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 ensures regular evaluation of equitable access by meeting with the English, Reading, ESL and Math department chairs to conduct validations (<u>II.C.3-12</u>). 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.

The 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 off-campus assessment service provided by the College at area high schools (II.C.3-13).

Reliable SSSP services for orientation, advisement, and probation are provided online. Currently, out-of-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, the College will offer the Common Assessment; this will mean that a student will be able to assess at a local California Community College campus and have their placement results made available to the College through the CCCAssess statewide data warehouse (II.C.1-74).

The College discovered there was 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). Furthermore, 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 CAI, the College looks forward to bringing the Common Assessment to the community. The College believes 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.7-19).

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 the Transfer Center Office (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 Monday through Thursday to accommodate students who are unable to access services during the day (II.C.1-81). 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 part of an effort to provide equitable access to a

population at the College which is disproportionately impacted 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 15-47).

Analysis and Evaluation

The College provides equitable, appropriate, comprehensive, and reliable information and services using multiple methods to assure access for all students. The quality, reliability, and accessibility of all College student services are reviewed through comprehensive PR, annual updates, and annual SLOs assessment. When additional needs are identified, new methods are developed and made available to students.

Evidence

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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, pages 17-18, 273-
274, 319-320 (ER 15-44)
II.C.3-07: EOPS Program Webpage
II.C.3-08: EOPS/CARE, CalWORKs Forms Webpage
II.C.3-09: EOPS/CARE, CalWORKs & S.T.E.P.S Staff Webpage
II.C.3-10: Apply for Financial Aid Webpage
II.C.3-11: Student Equity Plan 2015-2016 (ER 15-45)
II.C.3-12: Student Equity Plan BOT 2015-16 (ER 15-46)
II.C.3-13: SSSP Meetings with Faculty
II.C.3-14: High School Partnership Council
II.C.3-15: High School Testing Calendar 2016-2017
II.C.3-16: High School Partnership Program Webpage (ER 15-47)
II.C.3-17: List of Community Sites
II.C.3-18: SCTCO Screenshot
II.C.3-19: CLASE Transfer Mentor Program
II.C.3-20: Veterans Outreach Office Webpage (ER 15-48)
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II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs,

they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

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 in the same manner through the College PR/AUR process.

Student Development

The Student Development Office's primary goal is to support student leadership and personal growth through 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 administrating 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 guidelines 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, the election of officers and student trustees, free speech, the 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 the Psi Beta and Psychology clubs (II.C.4-06). Students interested in forming a club must complete a Club Activation Form which includes acknowledgement that 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 the College community a robust sense of leadership as well as professional and personal development (II.C.4-11). The Leadership Lab has provided 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, an International Film Festival, a National Student Nurses' Association Convention, a Science Lecture Series, Cheerleading Training Camp, Transfer Day, a Women's Conference, a Math Triathlon, and a 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 and are under the direct supervision and oversight of the athletic director/dean of kinesiology and athletics (<u>II.C.4-14</u>; <u>II.C.4-15</u>). Each sport program is offered as a for-credit educational course (<u>II.C.4-16</u>). Athletics has two financial sources: 1) an allocation from the College's general fund operating budget, 2) team fundraising (<u>II.C.4-17</u>). The College provides the budget for athletics. This budget 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 for the alignment of its annual resource allocation requests with additional funding for the program (<u>II.C.4-18</u>).

The College currently offers 20 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 (CCCAA), the SOCCCD BOT (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 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 performances, theatre performances, speech and debate team competitions, 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; II.C.4-25). 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" and 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 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 communities 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 over a 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 ASG. 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 (<u>II.C.4-35</u>).

Analysis and Evaluation

II.C.4-30: OCRockRadio Webpage

II.C.4-31: Saddleback College Music Department Webpage

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—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 2016-2017
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 Title IX Gender Equity Report
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.4-32: Saddleback College Student Ensembles and Performance Groups Webpage
- II.C.4-33: One Book, One College Webpage
- <u>II.C.4-34</u>: Meet the Author of One Book, One College Fives and Twenty-Fives
- II.C.4-35: One Book, One College Resource Allocation Request

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 information on 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 which interfaces with ASSIST.org utilized by all counselors in all departments of student services. Any counselor in any department of student services can view student academic plans. This connectivity allows for more accuracy and continuity in the 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 is 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. The AVID for Higher Education Site Level Student Survey explains that 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 (<u>II.C.5-06</u>). 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

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 (<u>II.C-5-07</u>). Special Services classes provide resources for strategies and success.

Newly hired DSPS counselors are trained intradepartmently 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, and on-going professional development opportunities. Additionally, all DSPS counselors and learning disability specialists attend weekly meetings to discuss student concerns as well as department updates.

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 provides academic, career, and personal counseling to support student development and success. , EOPs is committed to the success and retention of students at the College. 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 requirements. The plan is approved and signed by both the counselors and the student. Furthermore, the EOPS/CARE

and CalWORKs Program requires that all counseling sessions be documented. This documentation is done through the new student information system (II.C.5-09).

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 six semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages (II.C-5-10).

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 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 Program students participate in mandatory EOPS/CARE and CalWORKs orientation (II.C.5-11). 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

Under the direction of the dean of counseling services, counseling appointments increased from 30 minutes to 1 hour. This additional time allows counselors to use a more holistic approach to address the needs of students (II.C.5-12). 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.5-13).

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 counseling appointments in instructional divisions and

departments throughout the campus. Online counseling, using Zoom software and e-SARS, is available to students and additional online modalities are being explored (II.C.5-14). Counselors are mobile and provide services in high traffic areas, such as the LRC 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.5-15). 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.5-16). High school seniors participating in Freshman Advantage Fridays receive targeted in-person advisement (II.C.5-17).

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 include intrusive advising, where counselors and student-success mentors contact students in a variety of ways through 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 with regards to SSSP services completion, their units earned, their GPA, prerequisites, and how close they are to completing their intended educational goal (II.C.5-18; 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)
- 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, scheduled after the Counseling 100 class, at local, feeder high schools in the spring semester

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 (<u>II.C.5-20</u>). The workshop helps students to identify strategies for improving their academic standing and to 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 and 2.2 (II.C-5-21). These messages will inform students of the consequences of falling below a 2.0 GPA and provide information on various student success resources—for example, the LRC and other support centers—on campus.

District research monitors an ongoing probation report on College students (II.C.5-22). 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.5-23). 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 these 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 trained generally in counseling as well as trained specifically in (II.C.5-24):

- 1. Counseling related to transfer.
- 2. Counseling related to the Honors Program.
- 3. Grant-specific counseling for the Bridge to Engineering and TPP 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, GE, and major requirements. With the assistance of the AO, the counselors stay up-to-date on 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.5-25). The coordinator/counselor also participates in monthly Region 8, Transfer Center, and Articulation meetings (II.C.5-26). 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.5-27).

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 one-on-one training with the coordinator/counselor; during this training the new counselors 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 to provide resolution and share knowledge (II.C.5-28). 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 the transfer process through 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 (<u>II.C.5-29</u>; <u>II.C.5-30</u>; <u>II.C.5-31</u>). 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 they have, review their applications, and give them resources for the next steps in the transfer 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 the names of students who applied for a CSU Associate Degree for Transfer, 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 consent to their inclusion 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 the 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, and a venue for community-building (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 as 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 Counseling/Articulation Meetings

II.C.5-03: MAP Data Since 2012

II.C.5-04: Site-Level Student Survey Results Fall 2014 and 2015

II.C.5-05: AVID FYE Program Results Fall 2014

II.C.5-06: AVID College Completion Project Evaluation Presentation, 02/19/16

II.C.5-07: Counseling Appointments Screenshots

II.C.5-08: DSPS New Counselor Training Outline

II.C.5-09: SIS Schedule Screenshot

- II.C.5-10: Counselor Qualifications Six Semester Units
- II.C.5-11: Fall 2016 EOPS Orientation
- II.C.5-12: Schedule a Counseling Appointment
- II.C.5-13: Full-Time Faculty Hiring Request 4 Positions
- II.C.5-14: Zoom Screenshot
- II.C.5-15: Talk Before You Drop Flyer
- II.C.5-16: MAP Workshops Schedule
- II.C.5-17: Freshman Advantage Program Webpage
- II.C.5-18: New Student Success Dashboard Screenshot
- II.C.5-19: Academic Probation Webpage
- II.C.5-20: Probation Workshops Webpage
- II.C.5-21: Probation Email
- **II.C.5-22**: Probation Review District Probation Report
- II.C.5-23: Saddleback College Catalog, Rules and Regulations-Academic Regulations, pages 32-38
- II.C.5-24: Transfer Center Staff Webpage
- **II.C.5-25**: Transfer Weekly Meetings
- II.C.5-26: Region 8, Transfer Center, and Articulation Monthly meetings
- II.C.5-27: Annual Meetings, USC, UCLA and UCI
- **II.C.5-28**: Counselor Forum, Monthly Meeting
- II.C.5-29: Transfer Center Workshops Webpage
- II.C.5-30: Spring 2017 Transfer College Fair Webpage
- II.C.5-31: Transfer Center Events Calendar, November 2016

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, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College follows practices that are consistent with the District admission policy BP 5604, Admissions, approved by the BOT, and consistent with the mission of the College (<u>II.C.6-01</u>; <u>I.A.1-01</u>) (<u>ER 16-05</u>). 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 (<u>II.C.1-03</u>; <u>II.C.1-05</u>; <u>II.C.6-02</u>; <u>II.C.6-03</u>; <u>II.C.6-04</u>; <u>II.C.6-05</u>) (<u>ER 16-06</u>; <u>ER 16-07</u>; <u>ER 16-08</u>; <u>ER 16-09</u>).

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 (<u>II.C.6-06</u>) (<u>ER 16-10</u>).

Counseling Services

Counselors help students select clear pathways to complete degrees, certificates, and transfer goals through MAP. MAP enables students and counselors, as well as college evaluators, from all areas of the College—general counseling, DSPS, EOPS, VETS, and Transfer—to view the same academic plan. This ensures continuity of information. Students are able to access MAP online at any time; this allows 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-1-35).

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 MAP, EOPS/CARE and CalWORKs counselors help students select 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, AA-T or AS-T 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 to earn a degree. This counseling is done through appointments and walkins 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 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 California Career Pathways Trust grant. This grant will focus primarily on three 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 and is the first countywide consortium to include fifteen Orange County school districts, nine community colleges, UC Irvine, CSU Fullerton, 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. This program allows high school and regional occupation program 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 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 AB 86, 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 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

The Economic and Workforce Development and Business Science Division prepares it 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 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, a dean of advanced technology and applied science, and a director of economic and workforce development.

The EWD Plan is organized around three themes: student success, community connection, and regional leadership. One of the guiding principles for this EWD Plan and the College's EWD program is for "Saddleback students and graduates [to] be desired by employers in the region." The EWD program helps 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 GE 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, statewide 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 TPP is a grant-funded program that identifies future teachers and gives them an opportunity to start their career pathway to teaching on 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

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 HIT, 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 HIT 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 provides 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 Certified Addictions Treatment Counselor (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 is 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 and Drug Studies (<u>II.C.6-59</u>)
- 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 ASG sponsored 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 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 the 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 the CSUF Irvine Campus 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 students for 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)
<u>II.C.6-06</u> :College Catalog, Nursing 2016-2017, pages 141-143 (<u>ER 16-10</u>)
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

- <u>II.C.6-28</u>: 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 2015-2020
- 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: Health Information Technology Extension Program Grant
- 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, the 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 beyond a150-mile radius from the College; this process 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 had 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 (II.C.7-08). These tests are locally validated and have minimum cultural and linguistic biases. Validation studies are conducted by the subject matter department chairs and OPRA. 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 electronically into all placements.

The College is a pilot school for the statewide Multiple Measures Assessment Project (MMAP) (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, student grades from sophomore year 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 will benefit all of the area high school students and, in particular, have a positive impact on disproportionately impacted students.

All math and English placements are accepted Districtwide as long as the placement courses are equivalent between the colleges. To be accepted, colleges outside of the District must proctor the same exams as the District; additionally, students must turn in a full score report showing exam types, exam levels, and raw scores for evaluation and placement. The College does not accept any assessment test results from adult education programs. The College community eagerly awaits the new Common Assessment.

Retest 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. Retest 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 regularly with English, Reading, Math and ESL department chairs to discuss retest policies.

A 10-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 a MMAP pilot school for the statewide CAI, the 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 a grit scale which indicates perseverance and passion for long-term goals. A comparison was made between a student's grit score and their actual class completion. Fall 2015 data was inconclusive; however, the College will further the explore grit score as a possible indicator for success (II.C.7-13). The hypothesis is that a student's grit score may be a predictor of success in the classroom. This type of student information combined with predictive analytics will help the College provide more intrusive counseling to at-risk students. The idea of helping students before they encounter 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. These reports were prepared by the English department chair and the district researcher.

The steps that are being taken to increase the availability of assessment testing in order 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 DE 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. As of spring 2016, Undecided Major Fairs 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 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 meets and reviews the Writing Sample Appeal within five working days. If the appeal is

approved, the student is allowed to enroll in the higher-level course. If the appeal is denied, the student is not be eligible for the higher-level course and is 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 and online (II.C.7-17).

Mathematics Appeal Process

A student who seeks placement in a higher-level mathematics course than that assigned by the assessment test is referred by the Matriculation Office for an Appeal Petition in the Mathematics, Science, and Engineering Division Office (II.C.7-18).

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 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 meets to review the Appeal Petition and supporting documents within five working days. If the appeal is approved, the student is allowed to enroll in the higher-level course. If the appeal is denied, the student is not eligible for the higher-level course and is 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

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 to improve retention, persistence, and completion for students. Finally, the College's involvement in the 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 the College's current processes. MMAP and CAI engagement are examples of successful implementation by College team members. These examples highlight 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 Transformation 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 ESL Sample Questions
- II.C.7-07: CTEP English Placement
- II.C.7-08: Approved Assessments Instruments
- <u>II.C.7-09</u>: Multiple Measures Assessment Project (MMAP)
- II.C.7-10: Placement Appeals & Challenges Webpage
- II.C.7-11: CELSA ESL Student Survey
- II.C.7-12: Advancing Student Assessment GRIT Survey
- II.C.7-13: GRIT Survey Non-Cognitive Measure at SOCCCD
- 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
- **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 Partners

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, and keeps 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 they 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 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.1-03) 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 ID numbers to protect their privacy and the security of their Social Security numbers. A student may change his or her password by selecting "Forgot My Pin" (II.C.8-04) on 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 or 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 number. 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 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 is training on records systems and security as well as the protocols for confidentiality of records and for releasing information to students. Information regarding release of student records is part of the New Student Orientation.

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

<u>II.C.8-05</u>: College Catalog, Access to Records and Release of Information, page 36

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: Human Resources

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 the College are administered by the South Orange County Community College District (SOCCCD) Office of Human Resources (OHR) consistent with law, Board Policies (BPs), and Administrative Regulations (ARs). BPs and ARs related to employment of personnel are developed by the Board Policy and Administrative Regulation Advisory Council (BPARAC), which is comprised of constituency representatives throughout the District. These BPs and ARs 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 BPs and ARs 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 that those applicants being considered for employment meet the qualifications outlined in the job description 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 of the job description is reviewed by an outside consultant

and compared to the local labor market for comparable duties, salary, and minimum qualifications. After the draft has been 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 AR 4011.1, Recruitment: Full-Time Faculty (III.A.1-05), and reflect the job duties outlined in BP 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 website 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 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 (CCCCO) (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, include language describing the required and desired experience and training in online teaching or administration.

OHR recruits for diversity by utilizing up to 27 different avenues to ensure access to employment opportunities. In addition, positions are advertised in specialty publications or websites directed toward underrepresented and diverse populations (III.A.1-08). The District's Equal Employment Opportunity (EEO) Plan serves as a recruiting guide (III.A.1-09). To ensure fairness in the recruitment and hiring process, OHR assigns a nonvoting 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

AR 4011.1 clearly defines the recruitment and hiring policy for full-time faculty (<u>III.A.1-01</u>), and the College's 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 is developed based upon analysis of identified program needs through the program review (PR) and Collegewide 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 submits its recommendations regarding priorities for faculty positions to the college president, who determines the final list and forwards it the BOT 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 (ERP) 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; this committee, 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. The Academic Senate approves all faculty appointments to search committees.

Search committees review applications for full-time faculty positions and 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, curricula 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 vary 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 experience, a teaching demonstration that showcases a candidate's 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. During the interview, 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 (LMS), and their ability to leverage various technologies.

After the conclusion of the interviews, the committee forwards along the names of candidates who 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 recommendation of the candidate for the job. Before a candidate's name is forwarded the BOT for approval, OHR reviews official transcripts and verifies employment history.

Recruitment and Hiring of Part-Time Faculty

AR 4225 defines the recruitment and hiring policy for part-time faculty. Applications for part-time faculty positions are accepted continuously and OHR maintains a candidate pool for each discipline of those applicants who meet the minimum qualifications for the position. When a part-time appointment is needed, division deans and department chairs can access the application materials for each candidate pool.

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 must 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

BP 4011.3 defines the recruitment and hiring process for classified employees, and a College process to develop the prioritized recommendations for classified positions is followed consistently (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 BP 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. Supervisors request new staff positions through the program and administrative review processes. These requests are consolidated by the appropriate vice president, who prioritizes and brings the requests to the College Resource Committee (CRC), which reviews them prior to forwarding them to Consultation Council (CC), the College's main governance group, for discussion and ranking of the new staff position requests. The CC creates one prioritized listing of classified staff. The president finalizes the list based on available funding, among other factors, and submits it to the chancellor.

Following the approval of the prioritized list of staff positions, the hiring process begins 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 regarding 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. In order to determine which applicants will be invited for an interview, committee members review and rank the application materials for all applicants meeting the minimum qualifications on the District's employment site.

A human resources specialist and the search committee chair determine the lowest score needed 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 determining those candidates who 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 example, for staff positions related to instructional technology in online education, 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 conclusion of 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 AR 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 individual most qualified to support the programs and services of the College.

Recruitment and Hiring of Administrators and Managers

There are two basic requirements for academic administrators: 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 meeting 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).

The needs of the District determine minimum qualifications for all classified, or nonacademic, managers. Education, experience, and job requirements are developed by OHR in collaboration with the hiring manager and are refined by an external consultant with information provided by periodic classification surveys with other community colleges. In general, classified managers must possess, at minimum, a bachelor's degree in a specialized area and also 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 BP 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 (CSEA). As with other positions, applications are screened for their 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. The committee chair or designate conducts reference checks 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 the College continues to recruit, develop, and retain the best-qualified personnel available to deliver and support quality programs and services. In the hiring and recruitment of personnel, OHR ensures adherence to the California Education Code, California Code of Regulations, Title 5, collective bargaining agreements, BPs, and ARs.

The amount of time it takes to fill an open position is a common concern at the College. 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, in part, due 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 improvements in the process, 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.

Evidence

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III.A.1-01: BP 4011.1, Recruitment: Full-Time Faculty Hiring
III.A.1-02: AR 4225, Recruitment: Part-time Faculty
III.A.1-03: BP 4011.3, Hiring Policy for Classified Staff
III.A.1-04: BP 4011, Employee Procedures for Administrators and Managers
III.A.1-05: AR 4011.1, Recruitment: Full-Time Faculty
III.A.1-06: BP 4309, Duties and Responsibilities of Faculty
III.A.1-07: Discipline List of Minimum Qualifications Handbook for 2014
III.A.1-08: Advertising Procedures
III.A.1-09: EEO Plan 2016-2019
III.A.1-10: EEO Training Certification
III.A.1-11: Full-Time Faculty Hiring Prioritization Committee Procedures
III.A.1-12: Classified Hiring Process
III.A.1-13: Exceptions to the Hiring Policy for Classified Staff
III.A.1-14: Classified Staff Recruitment Pilot Project
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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

III.A.1-15: Title 5, Sections 53400-53430

The 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 Handbook (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 BP 4011.1 (III.A.2-04).

Job descriptions for faculty positions are developed in accordance with AR 4011.1, Recruitment: Full-Time Faculty (<u>III.A.2-05</u>) and reflect the job duties outlined in BP 4309, Duties and Responsibilities of the Faculty (<u>III.A.2-06</u>) (<u>ER14-01</u>), 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 the list of 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 hiring of full-time faculty positions. All hiring committees must include no fewer than three members who are experts in the academic discipline of the recruited position, and these members may be drawn from District faculty and staff or from external sources if necessary. The Academic Senate approves all faculty appointments. Instructors are hired for a broad range of skills, which may include expertise in online instruction, needed within their discipline. Search committees review applications for full-time faculty positions to ensure applicants have the appropriate knowledge, education, and experience for the position as it's outlined in the job description.

Analysis and Evaluation

The College has been successful in hiring and retaining highly qualified faculty, and the College meets Eligibility Requirement 14, Faculty. This success 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 they shape and influence community college education beyond the 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 and Technical Education (CTE), 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 the College's faculty is their length of service to the College and their educational preparation and training. The markedly long service record of faculty is an indication of the stability and consistency that the College has been able to maintain with regard to human capital. According to OHR:

- Nearly 60 percent of tenured faculty have been with the College more than 10 years. More than 35 percent have 20 years or more of service to the College, and 12 percent have more than 30 years of service.
- More than 10 percent of part-time faculty have been with the College more than 10 years and 9 percent have been with the College more than 15 years. Six part-time faculty have been with the College more than 30 years.
- Of tenured faculty, 61 (34 percent) have doctorates, and 20 (29 percent) of the College's probationary faculty have doctorates. It is important to note that none of the 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).

Evidence

III.A.2-01: Title 5, Sections 53400-53430

III.A.2-02: Discipline List of Minimum Qualifications Handbook for 2014

III.A.2-03: California Education Code 87359

III.A.2-04: BP 4011.1, Recruitment: Full-Time Faculty Hiring

III.A.2-05: AR 4011.1, Recruitment: Full-Time Faculty

III.A.2-06: BP 4309, Duties and Responsibilities of the Faculty (ER 14-01)

III.A.2-07: Saddleback College Employment Data

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Academic Administrator's and Classified Managers Qualifications

The College seeks the most qualified managers and administrators. In order to be considered for an 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 the Board of Governors of the California Community Colleges in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A.3-01). For each position, the College also establishes required experience and desired qualifications that are 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 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 possess, at minimum, a bachelor's degree in a specialized area and also 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 OHR. OHR 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 as well as information regarding the working conditions, physical demands, and potential hazards, if any, related to the position.

BP 4011.3 requires 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.

Evidence

III.A.3-01: Discipline List of Minimum Qualifications Handbook for 2014

III.A.3-02: BP 4011.3, Hiring Policy for Classified Staff

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 (III.A.4-01).

Individuals who have completed college or university coursework 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 California Commission for Teacher Credentialing, such as Educational Records Evaluation Service and the International Education Research Foundation. The applicant bears the responsibility of completing and submitting this evaluation. OHR then verifies these evaluations. 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.

Evidence

III.A.4-01: Equivalency Statement for Faculty Applications

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 BPs, ARs, and employee contracts. The evaluation process is overseen by OHR and all managers 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, which is maintained by OHR. Employees have the right to provide a written response to their evaluations and have these responses placed in their personnel files. 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.5-01). Evaluation procedures for probationary (tenure-track), tenured, and part-time faculty members are defined in the *Academic Employee Master Agreement 2015-2018* (III.A.5-02).

The evaluation of probationary faculty is designed to serve two purposes: to ensure that new faculty hires understand their responsibilities to students, the College, and their own PD; and to ensure that the 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 probationary faculty member's division dean, in consultation with the department chair, appoints the TRC, which includes 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 as 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 as well as participation 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 is verified and documented. The TRC meets with the probationary faculty member to discuss the 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. Following each evaluation, the TRC makes a recommendation of renewal or nonrenewal of the faculty member's contract. The dean submits this recommendation 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 BOT.

The purpose of the tenured-faculty evaluation process is "to improve the teaching/ learning process and 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 those for probationary faculty. The division dean or designee conducts the observation and 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 that is acceptable as documentation of the 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 the faculty member's improvement, 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 members 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 PD, 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, the College provides faculty with opportunities to identify areas of improvement and participate in PD to improve their teaching in both face-to-face and online courses or other areas of job performance.

Beyond the evaluation process, there are opportunities for faculty to improve their teaching skills for both face-to face and online classes. These opportunities include one-on-one meetings with professionals in the Faculty Center for Student Success (FCSS), AVID workshops, Quality Matters sessions, and other PD workshops. Faculty can also participate in committees that address teaching and learning. The Online Education Initiative (OEI) also offers unique opportunities for faculty to improve their teaching methodologies in online education and to document evidence of their 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 trainings 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 due to its promoting improvement and standards

for effective teaching in online education. In addition, 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 CSEA, 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 ERP tool, which 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 SOCCCD 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 his or her 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

BP and AR 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 immediate supervisor completes the evaluation 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 BP, AR, 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 OHR to refine and execute an improved process for tracking all evaluations to ensure they are conducted at stated intervals.

Evidence

- III.A.5-01: Academic Employee Master Agreement (AEMA) 2015 2018
- III.A.5-02: AEMA 2015-2018, Article XVII, pages 42-49
- III.A.5-03: AEMA 2015-2018, Article XVII, page 43
- III.A.5-04: AEMA 2015-2018, Article XVII, Section II, page. 47-49
- III.A.5-05: AEMA 2015-2018, Article XVII, pages 49-51
- III.A.5-06: CSEA Contract 2015-2018
- III.A.5-07: New Evaluation Reports for Employees
- **III.A.5-08**: Classified Staff Evaluation Form
- III.A.5-09: POA Contract 2012-2015
- III.A.5-10: BP 4090, Evaluation of Administrators/Classified Management Employees
- III.A.5-11: Administrative Regulation 4090
- III.A.5-12: FRISK Manual Cover
- III.A.5-13: Human Resources Performance Evaluator Training
- III.A.5-14: The Performance Management Process

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

The College is committed to student learning and success. As part of their regular responsibilities, and in accordance with BP4309, Duties and Responsibilities of the Faculty, College faculty are required to engage in the assessment of SLOs in all of their courses. Faculty, whether teaching face-to-face or online courses, are required to assess student learning. Counselors and librarians are also required to participate in SLO assessment as part of their responsibilities.

As part of the faculty evaluation process, faculty are evaluated, in part, on their compliance with the responsibility of assessing student learning (III.A.6-01). The evaluation article in the faculty contract specifies that evaluation reports include information regarding participation in curriculum development and review as well as development and assessment of SLOs, 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 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 that will lead to greater attainment of those outcomes. Evaluators are also responsible for evaluating faculty and staff in relation to engaging in SLO or AUO assessment and for setting 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 have many forms and lead to a variety of plans. PRs and SLO assessment results—which include information on student success and retention rates, among other data—are gathered by departments. Dialogue also takes place outside of departments in various committees and workshops. For example, the Online Education Committee (OEC) regularly discusses online course outcomes, and members dialogue and disseminate information related to benchmarks, best practices, and the 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 PD activities for faculty in collaboration with the staff at the FCSS. These discussions have led to the Online Educator Program, the Online Education Summit, and AVID online-focused workshops for faculty.

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 these activities 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 results vary from department to department. Some departments and individual faculty members are more deeply engaged than others, and the Education Planning and Assessment (EPA) Committee strives continually to 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 OEC, Curriculum Committee, and the EPA. Faculty members from various disciplines serve on these committees, sharing their experiences and insights and carrying these discussions back to their respective departments as well as Collegewide during PD activities.

As part of their annual self-examination, administrators are asked, 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 also considered as part of their evaluation.

Evidence

III.A.6-01: Academic Employee Master Agreement, 2015-2018, Article XVII, pages 42-49

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 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 SLOs, 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 CCCCO (III.A.7-01; III.A.7-02). College data show that from 2010 to spring 2016, full-time equivalent faculty increased 15.5 percent, classified staffing increased 3.2 percent, and administrative and management staffing increased 16 percent (III.A.7-03) (ER 14-02). 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; this process includes consideration of indicators of the sufficiency of faculty staffing levels contained in the PRs, 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. The College hires part-time faculty 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) (ER 14-03).

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 available 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 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 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; this provides an improved methodology for maintaining the appropriate level of faculty required to uphold 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 the College's programs. Because of these factors, hiring more full-time faculty where needed has enhanced the quality and diversity of 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.

Evidence

III.A.7-01: Full Time Faculty Obligation Memo 2015

III.A.7-02: Full Time Faculty Obligation Data

III.A.7-03: Faculty Roster (ER 14-02) III.A.7-04: Headcount and FTES (6 Years) III.A.7-05: Class Schedule (ER 14-03)

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 the College are seen as an essential component of student success and are, therefore, provided with all of the tools necessary for their full integration into the life of the institution.

All new part-time faculty at the College participate in two orientations. The first orientation is led by OHR prior to a new faculty member's 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, the designation of beneficiary, employment eligibility verification I-9, the Title VII questionnaire, workers compensation, the 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 include details regarding the actual assignment as well as 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; FCSS offerings and other opportunities for professional development (PD); College committees, such as the Academic Senate; and Faculty Association membership.

The FCSS provides an optional third training. At the FCSS, part-time faculty are able to obtain one-on-one training on how to use Blackboard and how create an official class website. Faculty can also get help with processes related to the aforementioned topics (e.g., faculty profile, class rosters, etc.).

All PD opportunities on campus are open to part-time faculty, and part-time faculty 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 PD 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 part-time faculty 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 PD 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 PD. These initiatives include AVID for Higher Education, grantfunded PD (for example, the STEM Guitar Workshop, Perkins-funded conference attendance, faculty externships), and categorically-funded PD (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. Additional PD 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. These resources include the *Faculty Guide to Online Education*, an effective online teaching rubric, and tips to increase student retention.

Oversight of, and assistance for, part-time faculty is included in the job description of division deans and in the BP 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, per the Academic Employee Master Agreement, all

part-time faculty are evaluated their first semester and every three years thereafter. 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, PD opportunities, ongoing oversight and assistance, and regular evaluation for part-time faculty.

Evidence

III.A.8-01: Part Time Faculty New Hire Orientation

III.A.8-02: Part-Time Faculty Dinner Attendees Fall 2016

III.A.8-03: Faculty Development Funding

III.A.8-04: BP 4310, Duties and Responsibilities of the Department/Academic Chair

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 (AURs), other institutional data, and College priorities are considered in the ranking decision. Needs for classified manager and administrator positions are also informed by AURs 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 CC, which is comprised of constituency group representatives.

Each administrative and student support unit on campus primarily determines its staffing needs 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 as well as 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 their presentation to the CRC for review. This is an annual process with three possible results: funding for the position in the current year, deferral of funding to a future time, or no 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 that all applicants meet the position qualifications related to education and experience.

The table below shows the number of years of service for each employee. A listing of all staff is also available (<u>III.A.9-01</u>) (<u>ER 8-01</u>); the personnel turnover rate at the College is low, and there have been very few terminations; this indicates 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

Grand Total	60	158	146	111	71	127	673
POA		2	2	1		2	7
Faculty CTA	15	66	44	43	31	50	249
CSEA	29	60	64	44	25	51	273

Analysis and Evaluation

The College has a sufficient 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 members have the qualifications requisite for their positions. While the classified staff hiring process appears slow, the College and OHR are collaborating to implement a pilot process to improve these processes.

Evidence

III.A.9-01: Active Employees List (ER 8-01)

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

The College's senior management staff includes the college president, three vice presidents, and an assistant vice president for 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 CRC process previously described. Administrative reorganizations, however, are subject to approval by the chancellor and the BOT. In the past year, the College created one new administrative position, the associate vice president of institutional effectiveness (AVPIE), 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 BOT. A statewide comparison of the number of students per administrator shows that the 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) (ER 8-02).

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. The College's Management Team has participated in an ongoing PD 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

The 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 the College has a median number of administrators relative to all colleges and districts in California. Administrators engage in ongoing PD to ensure effectiveness.

Evidence

III.A.10-01: Students per Administrator III.A.10-02: Organizational Chart (ER 8-02)

III.A.10-03: Chronicle of Higher Education Article

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

SOCCCD and the College strive for fairness and equity in all employment practices, and various policies and regulations are developed towards this end. BPARAC, a Districtwide policy committee, represents all constituency groups and is charged with identifying and recommending all District policies, including those that are legally required by state and federal law and by the Accreditation Commission. BPARAC 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 the California Code of Regulations, Title 5. Draft policies

and ARs developed by BPARAC are sent out for review from all constituent groups. When feedback is received, a final draft is developed by BPARAC, approved, and then forwarded to the chancellor for review and submission to the BOT 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, BPARAC 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 Associated Student Government (ASG) representatives from both colleges (III.A.11-01). BPARAC meets approximately every two weeks. Support for BPARAC'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 BP and AR revision and development. The league's policy and procedure service provides the District with regular updates on any legal or regulatory changes as well as legal opinions that may impact District policy.

BPs and ARs are divided into seven series: 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). BPs, ARs, and collective bargaining agreements govern the personnel practices at the College and District. All personnel BPs and ARs are located in the 4000 series on human resources. They are widely disseminated to ensure the fair and consistent application of District policies and procedures regarding areas such as hiring procedures, EEO, harassment and discrimination prevention, evaluation of employees, and resolution of employee complaints. The review and revision of BPs and ARs for all human resource-related items is conducted by BPARAC in collaboration with OHR as well as various employee organizations.

All hiring committees have an EEO representative to ensure that selection procedures are applied fairly and consistently. EEO representatives are required to attend training prior to serving in this capacity on the committee. All employees who participate on a hiring committee are required to receive EEO training 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 EEO representative, the committee, and the committee chair. A majority of the College's administrators and managers and many faculty have completed EEO training and are able to serve as EEO representatives on hiring committees (III.A.11-03).

In addition to BPs and ARs, 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 (<u>III.A.11-04</u>)
- 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 grievance 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 the appropriate administrator for clarification or directly to OHR. With the goal of consistency in application and administration, OHR staff routinely address a range of questions regarding policy application.

Changes in policies and procedures that are pertinent to specific employee groups are communicated to relevant employee organizations and administrators, who, in turn, communicate information about the updated policies to employees.

Policies concerning discrimination, sexual harassment, and EEO and reporting procedures, exist in BP and AR 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. EEO training is available to all employees, and is required for EEO representatives serving on hiring committees.

Analysis and Evaluation

Personnel-related BPs and ARs are systematically developed and updated on an ongoing basis through a consultative process that includes all constituency groups to ensure that 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.

BPs and ARs 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.

Evidence

III.A.11-01: BPARC Charge and Purpose
III.A.11-02: MySite
III.A.11-03: Classified Staff EEO Representative Guidelines
III.A.11-04: Academic Employee Master Agreement 2015-2018
III.A.11-05: CSEA Contract 2015-2018
III.A.11-06: POA Contract 2012-2015
III.A.11-07: Harassment Policy and Complaint Procedure Booklet
III.A.11-08: BP 4000.4, Equal Employment Opportunity
III.A.11-09: BP 4000.5, Harassment and Discrimination Prevention and Complaint Procedures
III.A.11-10: AR 4000.5, Harassment and Discrimination Prevention and Complaint Procedures
III.A.11-11: BP 4000.6, Complaints - Harassment & Discrimination

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 BPs and ARs; its hiring practices; its grievance, complaint, and problem solving practices; as well as its campus initiatives and activities for employees and students.

Moreover, the College's values statement, the Student Equity Plan (SEP), the Staff Development Plan, and the Associate Student Government program, among others, reflect the equity and diversity tenets addressed in BPs and ARs. The District's updated EEO Plan is instrumental in supporting staff diversity.

BP 4010, Commitment to Diversity, sets the tone of 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 BPs 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 (ADA) 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 EEO officer, who is also the assistant director of human resources. The EEO officer is responsible for ensuring that hiring committees comply with BPs 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 in order 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." 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, which guide 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 SEP, engage students, faculty, and staff from across the College in discussions about diversity issues and the development of action plans to reach 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 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 have fostered appreciation of different cultural experiences include Appreciation of Pilipino American Culture, the Black Student Union, the Campus Crusade for Christ, the Christian Students at Saddleback Club, the Gay Straight Alliance Club, 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 addresses diversity programing, teaching about diversity, recognizing different needs within the 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

The College and 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. These 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, as required in federal and state law, provide equal consideration for all candidates.

College faculty, staff, administrators, and managers recognize and celebrate diversity through various programs and within classes. Departments and the Equity and Diversity Committee hold a variety of activities that relate to diversity issues, such as the Teach-In on Islam and Día de los Muertos events, among others.

Evidence

III.A.12-01: BP 4010, Commitment to Diversity

III.A.12-02: SOCCCD-HR-EEO-MANUAL-2016-2019

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

III.A.12-07: Grants and Contracts Web Page

III.A.12-08: ASG Clubs

III.A.12-09: International Student Program

III.A.12-10: Student Equity Plan 2014

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 for personnel to encourage them to conform to those standards 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 BOT sets standards for the conduct of its own members through BP 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 BP 154 and AR 154, Conflict of Interest (III.A.13-02). All designated employees must abide by AR 4000.9, Conflict of Interest Code (III.A.13-03), which stipulates that employees 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 SOCCCD Administrator and Manager Statement of Ethics (<u>III.A.13-04</u>)
- 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)
- 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 ASG 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 BPs and ARs.

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, CC approved the "Interpersonal Conflict Resolution Recommendations" that encourage all employees to participate in PD and training on topics that include interpersonal conflict resolution, abusive conduct, effective communication, and pertinent state and federal legislation, BPs, and ARs.

The goal is for the recommendations to act a living document that fosters an environment of PD, communication, and collegiality.

Analysis and Evaluation

While the College does not maintain a single Collegewide 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 the "Interpersonal Conflict Resolution Recommendations" (III.A.13-12).

Evidence

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III.A.13-01: BP 110, Code of Ethics – Standards of Practice
III.A.13-02: BP 154, Conflict of Interest
III.A.13-03: AR 154, Conflict of Interest
III.A.13-04: Administrator and Manager Code of Ethics
III.A.13-05: Faculty Code of Ethics and Professional Standards
III.A.13-06: CSEA Ethics Statement
III.A.13-07: POA Statement of Ethics
III.A.13-08: ASG Bylaws 2015-2016
III.A.13-09: BP 112, Duties and Responsibilities of the Board of Trustees
III.A.13-10: BP 2100.1, Delegation of Authority to the Academic Senate
III.A.13-11: BP 2100.2, Role and Scope of Authority of the Academic Senates
III.A.13-12: Interpersonal Conflict Resolution Recommendations
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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 the College and the SOCCCD recognizes the importance of PD for all employees, as evidenced in the fact that one of the primary objectives in the integrated Strategic Plan 2014-2020 is to "increase professional development opportunities that potentiates employees' talents and interests" (Objective 1.4).

In order to meet this objective, numerous PD 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 PD opportunities. Wherever possible, PD 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 PD, the District's academic calendar is able to devote nine of the required 175 annual teaching days to PD. The Faculty Development / Flex Activities 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 through an employee survey, results from surveys taken during previous PD 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.

Per the faculty contract, all full-time faculty are required to participate in PD activities for a minimum of 38 hours during each academic year (III.A.14-04; III.A.14-05). Faculty may elect to earn these hours through participation in the College's PD Week, 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. The Faculty Development / Flex Activities Committee reviews and approves this form 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 new full-time faculty of this obligation. Additionally, all probationary faculty are expected to provide documentation to their TRC which shows that 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 PD activities are held at the College throughout the year. These activities have included 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 PD 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. The College now encourages faculty to complete this sequence of courses. However, the lack of an in-house training program has become evident, and the OEC is currently developing a 10-week certificate program in online instruction to be offered beginning in

spring 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 PD funding monies to attend online-education-related events and activities such as the Online Teaching Conference, the Quality Matters National Conference, and the Course Design Workshop for @ONE. 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 PD (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 so both full-time and part-time faculty can attend conferences or work on independent projects. PD funding also provides incentive for faculty to participate in conference planning, to join a professional organization, to serve on a panel, to present academic papers, and to conduct workshops.

Full-time faculty members are eligible to apply for sabbatical leave and PD leave as part of their collective bargaining agreement (III.A.14-09). The faculty sabbatical is intended for the professional enhancement which shall benefit the faculty member, his or her College, students, and/or the District. The value of what the faculty member may contribute following his or/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 4.63percent 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 BOT, the District may grant a faculty member a paid or unpaid leave of absence of up to two (2) years for PD which may include, but is not to 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 the government.

PD is available throughout the year for classified staff, managers, and administrators. 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, OHR designs PD 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, EEO, 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 the FRISK program for all administrators and managers (III.A.14-10).

Classified staff are encouraged to participate in various PD 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 PD.

PD funds are available for classified staff, and academic administrators have a modest budget for PD within their areas as well. A Staff Development Committee of the Classified Senate manages a PD fund and allocates funding on a proposal basis (III.A.14-12). Classified staff members are required to assess how PD 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, in addition to enhancing their work at the College, these classes also provide employees 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 Convention and the Classified Leadership Institute, a yearly event sponsored by the California Community Colleges Classified Senate.

The College and the District provide additional PD training through their websites. The trainings include a series of 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 (OPRA) 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 Data Mart, among others.

AR 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). As it is often difficult for an administrator or manager to participate in PD 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 PD 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 PD programs and funding opportunities. Through constant reevaluation of programs, the College ensures access to meaningful PD 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 PD for all employees is evident in the number of PD activities and amount of funding the College makes available each year. The total Collegewide expenditure for all PD was \$632,393 in 2015-2016 (III.A.14-22). The District and the College provide a wide variety of PD opportunities to College faculty, staff, administrators, and managers during both PD Week and throughout the year. The College evaluates PD activities to identify areas of strength and areas that need improvement in order to ensure meaningful PD activities are available to all members of the College community.

In addition to evaluating the quality of PD events, faculty are evaluated on their participation in PD activities. Full-time faculty are held accountable for their minimum 38 hours of PD each year (III.A.14-04).

Evidence

III.A.14-01: Statement of Mutual Respect and Collegial Behavior

III.A.14-02: Saddleback College Mission Vision and Values Statement

<u>III.A.14-03</u>: Academic Senate's Faculty Development Flex Committee

II<u>I.A.14-04</u>: Full-Time Faculty PD Hours

III.A.14-05: Academic Employee Master Agreement, 2015-2018, Article XIV, pages 23-25

III.A.14-06: Individual Activity Flex Report Form

III.A.14-07: Academic Senate Faculty Development Funding Committee

III.A.14-08: Faculty Development Funding

III.A.14-09: Academic Master Agreement 2010-2014, Article XXVI, page 57

III.A.14-10: FRISK Manual Cover

III.A.14-11: Spring 2016 Flex Program

III.A.14-12: Classified Senate Staff Development Fund Request

- III.A.14-13: PD Survey Results for Classified Staff
- **III.A.14-14**: Safety Videos and Information
- III.A.14-15: Evidence Workday Training Site
- III.A.14-16: College Administrative Services (CAS) Guide for Saddleback College
- III.A.14-17: BP/AR 4111 Leaves for Administrators and Classified Management
- III.A.14-18: Classified Staff PD Evaluation Form
- III.A.14-19: PD Survey Results for Administrators & Managers
- III.A.14-20: PD Survey Results, Classified Staff
- III.A.14-21: PD Survey Results for Full-Time Faculty
- III.A.14-22: Workday Account Summary

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 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 (III.A.15-01).

Employee fingerprint information is received and stored 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.

Consistent with state law, BP, and collective bargaining agreement provisions, the College honors each employee's right to inspect materials in his or her personnel file. An OHR 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.

BP 3310 (III.A.15-02) and AR 3310 (III.A.15-03) explain the process for retaining and destroying records, as described in the Records Retention Manual (III.A.15-04). OHR evaluates public records requests and subpoenas served on the College in order to ensure that

any release of documents containing personal information conforms to BP and to state and federal regulations.

Analysis and Evaluation

The need for confidentiality of personnel records is continually stressed to all OHR personnel. There has never been an incident of inappropriate release of personnel information by OHR 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 BPs and ARs 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 OHR 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, an OHR 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 would normally 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

III.A.15-01: AR 2210, HIPAA/CMIA Privacy Policy III.A.15-02: BP 3310, Records Retention and Destruction III.A.15-03: AR 3310, Records Retention and Destruction

III.A.15-04: Records Retention Manual

III.B: Physical Resources

III.B.1The 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 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 (III.B.1-01) and the Education 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, ten, and 20-year time horizons. Each year, a Five-Year Construction Plan, derived from the EFMP, is updated and submitted to the CCCCO. This prioritized list of projects for the entire District is developed by the District Facilities Planning Department 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.

Facilities planning is integrated into the Districtwide and College strategic planning processes. The College participates in the District-wide Planning Council whose purpose is to coordinate all Districtwide 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 AURs (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 (FCA) report of 2015 (III.B.1-07) was the result of an integrated planning process to identify building and infrastructure needs and to ensure appropriate funding is allocated to address those needs.

The FMO at the 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 of all the College's educational programs. For example, in 2014 the College created 613 temporary parking spaces to address the need for additional student parking.

Since the last accreditation self-evaluation, the District and College have invested significant resources into campus buildings. A new \$68 million 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 million has been allocated to the 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, the party who performed the work, and the duration of the project. The AMMS system helps determine the speed by which 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 PR and AUR processes, 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 FMO Department AUR (III.B.1-05), safety inspection reports as commissioned by the FMO management team (III.B.1-06), and the FCA 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, the College received the FCA report (III.B.1-07). Contracted by SOCCCD in 2012, the final assessment focuses on six main facilities systems that make up the campus's physical resources: mechanical; electrical; plumbing; 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's grounds and facilities conditions provides an invaluable forecasting and planning tool to ensure 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 experience by the campus community, the report provides a reliable third-party assessment for state-scheduled maintenance reporting. The FCA report can be updated by the College as needed and has been integrated and incorporated into a SchoolDude planning module which houses a 20-Year Facility, Renovation and Scheduled Maintenance Plan (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. 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 visit 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. The College does not reuse sites that prove to be unsatisfactory. 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 participate in monthly on-the-job safety training (III.B.1-13). The college participates in an annual property and liability inspection as part of its membership in the Statewide Association of Community Colleges (SWACC) (III.B.1-14). The College is committed to maintaining a safe campus and addresses all recommendations in the Keenan & Associates report. Keenan & Associates then completes a follow-up audit report to ensure all safety risks have been addressed. Consultation with Disabled Students Programs and Services (DSPS), and the campus Police Department ensures that the College provides safe egress and regress travel access to all facilities.

Recently, the 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 as the College addresses all items identified in the twelve-year plan. Funding sources vary, and items of large cost 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 Five-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 approved projects 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 College's Police Department has researched, purchased, and implemented a proactive emergency response system. This new program, Be Safe, is a powerful data-driven tool that will increase the College's 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, allowing critical decision makers to implement strategies to protect life and property to be made quickly and effectively.

Be Safe is a proactive system, and it facilitates clear communication among College resources and emergency first responders by providing 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 ConnectTM

Blackboard ConnectTM is a mass notification system that can be used to inform the College or the District community about time-sensitive situations as well as day-to-day events when safety, reliability, efficiency, and speed are needed. The Blackboard ConnectTM 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 InformaCast system 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 telephones' external speakers, and the accompanying text message appears on telephones' LCD displays, so the devices receivers do not have to be picked up to receive these messages. In 2007, the CISCO InformaCast 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. InformaCast has also been used to conduct building evacuations during fire drills and in other scenarios conducted by the College Police Department and local law enforcement agencies when 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 lightweight ceramic vests to provide protection against large caliber rounds and helmets. All officers have been equipped and trained on the M4 rifles for active-shooter incidents. New digital radios will replace the existing analog handheld radios. This upgrade will enable better communication between FMO, the IT department and 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 110V and 220V ports.

In 2015, three new SUV patrol vehicles were purchased and are now in service by the College Police Department. The vehicles can carry more emergency equipment and can provide a platform for an 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, on the upgraded equipment and the techniques of rapid deployment in response to immediate threats and in critical-incident management.

New Mobile Emergency Operations Center

When the College's Communication 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 safety videos have been developed specific to the campus. The videos were intended to provide information during a variety of possible emergency situations, including earthquakes, fires, power or utility outages, active-shooter incidents, and disruptive students. Each video provides resource and contact information for specific services provided by the College and information on what to do in emergency situations. The safety videos are available to employees, students, and the public on the Police Department webpage. They are 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 buildings not currently scheduled for renovation. This will make it possible to remotely lock and unlock building doors during emergency situations. If unlawful breaches are attempted, 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; the 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. PET has completed a tabletop exercise for active-shooter incidents and another is planned for delivery to College management personnel that 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 consider future improvements based on the College's response to previous incidents. The College currently has an emergency management consultant on board who is in the process of analyzing the College's emergency preparedness condition and who will develop and emergency response improvement plan based on the results. In late 2016, the College 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) on 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 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. The College Police Department has also trained with OCSD for mobile field force, 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 of 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, external entities conduct fire and safety inspections, and the results of these inspections 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 FMO Department reviews College plans and other pertinent documents to determine the sufficiency of classrooms, lecture halls, labs, and other facilities. The EFMP, which is updated every five years, comprehensively addresses the College's programs, including those in distance education (DE). Other plans and documents include the FMO AUO.

According to the 2013 Employee Survey (n=334):

- Roughly 54 percent of the employees who completed the survey have worked at the College for less than 10 years.
- Most employees felt that campus traffic congestion is a problem. Congestion is most evident during the first few weeks of each semester when the College normally has an influx of new students.
- Most employees felt that there is adequate parking during the workday; however, the majority of employees felt that parking lots are not located favorably with regard to the layout of campus buildings.
- The majority of the respondents felt that the campus has adequate lighting.
- The majority of employees were very satisfied with the ease of travel on the campus's walkways and pathways.
- Roughly half of the employees who completed the survey felt that campus police officers are highly visible on campus, and over 70 percent of respondents also felt safe while on campus.
- About 40 percent of employees perceived that people with disabilities have reasonable access to all campus buildings.

- The majority of the employees felt that their actual physical work environment is adequate.
- More than half of the employees felt that the campus facilities support student learning.
- Most respondents agreed that FMO Department responds 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 AMMS is a powerful recordkeeping and management tool. This system provides management with accurate and useful data for decision-making. Management must and will provide additional trainings so staff will be able to fully generate and utilize AMMS reports. FMO purchased an \$11,000 AMMS upgrade in the 2015-2016 fiscal year in order to increase the effectiveness and efficiency of the system and to better meet the needs of the College. The upgrade includes enhanced log in and approval options, an improved scheduler function, the ability to attach files, and new reporting options, among other features.

Obtaining funding for new buildings and upgrading existing facilities and land is a major challenge faced by the College. The BOT has not pursued a local bond for new facilities and facilities improvement, and instead relies primarily on excess property tax revenue, referred to as basic aid funding, described in III.D.1, above apportionment to fund facilities. Obtaining state funding and acquiring sufficient basic aid funds to meet all identified College needs has proven to be a challenge. The continued development of the CIC has been a positive step in the planning process. This participatory governance group makes recommendations on major Districtwide facilities and other related matters (III.B.1-22). CIC is now able to utilize the FCA report to inform its recommendations for facilities funding for the College (III.B.1-07).

Evidence

- <u>III.B.1-01:</u> Saddleback College Strategic Plan 2014-2020 Goals, Objectives and Steps
- III.B.1-02: Saddleback College Education and Facilities Plan (EMFP)
- III.B.1-03: 2017-2021 Five-Year Capital Outlay Plan
- III.B.1-04: District-wide Planning Council
- III.B.1-05: Administrative Unit Review (AUR) for Facilities Maintenance Operations
- III.B.1-06: Example Safety Inspection Report, Sidewalk Trip Hazard Repair Proposal
- III.B.1-07: 2016 Facility Condition Assessment (FCA) Report
- **III.B.1-08:** Basic Aid Projects Expenditure History
- III.B.1-09: Night and Weekend Administrator Responsibilities

- III.B.1-10: Sample AMMS System Report
- III.B.1-11: SchoolDude 20-Year Facilities Requirements-Summary
- III.B.1-12: Injury and Illness Prevention Plan 2015
- III.B.1-13: Monthly-on-the-Job Safety Training Sign-in Sheets
- III.B.1-14: 2016 SWACC Report Summary Risk Management
- III.B.1-15: ADA Transition Plan
- III.B.1-16: Silent Witness Form
- III.B.1-17: "Be Safe" Program Log-in Screen
- III.B.1-18: Blackboard Connect Log-in Screen
- III.B.1-19: Cisco AlertMe (InformaCast) System Log-in Screen
- III.B.1-20: Safety Videos and Information
- III.B.1-21: Saddleback College Employee Survey
- III.B.1-22: CIC Committee Composition and Purpose

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 EFMP and the FCA report. The District, using data and information largely provided by the College and the services of a consulting firm, oversaw the development of the EFMP. 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 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 FCA report was a multistage, comprehensive report that took several years to produce. The FCA describes a physical evaluation of the existing condition of facilities and their 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 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 SchoolDude 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 funding requests.

Project proposals for projects included in either of these plans are submitted and evaluated for funding recommendation through participatory governance groups, such as the CIC and the Basic Aid Allocation and Recommendation Committee (BAARC). 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 those needs. Needs assessment, a campus space review, and a review of the appropriate planning documents to integrate with the College's Strategic Plan, are the driving forces in building a campus structure. The College and the FMO Department have been engaging in results-oriented planning processes on an on-going basis.

The College's Safety and Facilities Committee plans for scheduled maintenance upgrades. The committee first reviews the College's Strategic Plan, including its mission and vision, to ensure that the physical needs of all of 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.

Through the CRC process, the Safety and Facilities Committee evaluates the effectiveness of the College's facilities and equipment in meeting the needs of programs and services. The FMO Department, with input from the professional trades and crafts experts on staff, also incorporates College physical resource needs into its own AUR.

An FMO project list (III.B.2-02) documents current and completed projects as well as status reports from 2003 to the present. These reports are reviewed in weekly FMO meetings (III.B.2-03). The College effectively uses its facilities by maintaining classrooms that support the recommended capacity-load ratio based on FTES. FMO maintains the physical condition of College facilities used by students, community education (CE) programs, and the surrounding community. FMO's mission is to create an environment conducive to an effective learning experience.

Analysis and Evaluation

The College's processes ensure effective utilization and the continuing quality necessary to support programs and services to achieve the College 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 the adjustment of project prioritization. For example, when matching funds from the state were made available, the remodeling of the Library 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 with the state. The Gateway delay provided an opening for the College to reprioritize the stadium improvement project with a projected construction start date in October 2017 and a scheduled completion date in January 2019, a timeline which is much sooner than was originally planned.

Funding new buildings, scheduled maintenance, and facility and site upgrades continues to be a significant challenge. Facility needs are well researched and documented in reports, such as the RCA 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 have been well funded. Funds for technology have been allocated to the College through the Basic Aid Funds Allocation Process, and regular annual allocations have allowed the College to aggressively fund technology on campus. Specific discussion of funding for DE technology is discussed further in III.C.

The table below shows total equipment funds expended Collegewide (<u>III.B.2-4</u>).

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: Physical Resources

Evidence

III.B.2-01: School Dude 20-Year Facilities Requirements-Summary

III.B.2-02: FMO Project List

III.B.2-03: FMO Department Meeting Examples

III.B.2-04: 08-09 to 14-15 Collegewide Equipment Purchases

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 (III.B.3-01). Every two years, each program and student support and administrative unit must assess its physical resources and complete a needs assessment. On an annual basis, the resource allocation process, led by the CRC, prioritizes facilities, technology, and equipment needs identified through PR and AUR (III.B.3-02). Long-term needs for facilities, including type and size, are assessed at the program level, and are utilized in the development of future EFMPs.

The Safety and Facilities Committee and the Technology Committee also evaluate requests from the PRs and AURs, and each committee establishes a prioritized list of projects for their area. The CRC integrates the prioritized lists for each type of request (for example, facilities, equipment, staffing, technology, and other) into a consolidated list.

Evaluation of facilities also takes place 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, assesses the usage of the Student Services building and other buildings and spaces on campus used to deliver student services. Each assessment is shared first with the Student Services team and then with PET. This evaluation has led to 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 during 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 and AUR processes.

A facilities update is submitted as part of the board agenda every month to ensure the BOT has current knowledge of facilities projects.

Analysis and Evaluation

The College has multiple ways to evaluate and plan for physical resource needs. The first step is to identify the needs of each instructional program and student support and administrative units through the PR and AUR processes. The Safety and Facilities Committee, the Technology Committee, and the CRC, are participatory governance bodies at the College. These committees effectively prioritize identified needs to best support all programs and services. For facilities projects of a 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 advances recommendations for capital outlay projects Districtwide and includes them in the District's annual budget. This process is considered successful, and the committee effectively utilizes continuous improvement principles.

Evidence

III.B.3-01: Program Review Handbook

III.B.3-02: CRC Committee Process and Model

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 student (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. These needs are prioritized and a phased plan is developed. This plan is used to supply the State Chancellor's Office with updates to the Five-Year Plan regarding District priorities for facilities funding.

Implementation of the plan depends on funding sources. As funding becomes available, the College follows the designated order of priority to implement projects. However, a

lower-priority project may be advanced to take advantage of available funding. A recent example can be found in the Library renovation project. This project had a lower priority than the Advanced Technology and Applied Science Building renovation; however, it 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 SchoolDude 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 CIC 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, the 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 both now and in the future. They also balance equipment needs that may have higher costs with educational and facilities components.

The planning process is an integral part of ensuring that capital projects support College goals. The budget is driven by the long-range planning process. This 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. Furthermore, 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 utilized reclaimed water for the irrigation of landscaped areas, a process which results in an annual savings of over \$75,000 and reduced annual consumption of 68 million gallons of domestic water.

Analysis and Evaluation

The College continually addresses its scheduled maintenance needs. The College has spent \$38 million in scheduled maintenance over the past ten years (III.B.4-01). Realizing maintenance needs is a priority, and in 2009-2010 the District made realizing these needs a Districtwide goal (III.B.4-02). This goal led to the development of the FCA report and a 20-Year Facility, Renovation and Scheduled Maintenance Plan to address facilities needs at the College.

The College has completed many successful building construction projects and renovation projects. However, 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 of guarding against subpar quality workmanship, project delays, and contractor errors and misjudgments, which could lead to unnecessary litigation. A design-build delivery method is employed, when it makes sense to do so, which allows for greater collaboration; using this method, a single entity contracts design and construction services. This design-build process is anticipated to yield better results, such as a lower overall cost; shorter project duration; and superior project quality, 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. 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.

The College's investment in utility savings projects has been significant. Before implementation of utility savings projects, the criteria for viability, the long-range financial impact, and the College mission of sustainability are considered. Sustainability measures implemented at the College have resulted in an annual savings of 2.4 million kilowatt-hours, the removal of 8.5 million kilowatt-hours, a savings of 350,000 therms of natural gas, a reduction in the 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 projects 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.4-01: Ten-Year Project History

III.B.4-02: Board of Trustees 2009-2010 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

Desktop Computers

- Faculty, Staff, and Administrative Computers
- Student Computer Labs and Classrooms
- Open Access/General Use Computers

Telephones

- Adds, Moves, and Changes
- Call Handlers/Phone Trees
- Voicemail
- Fax Lines

Software 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 and 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 and 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

III.C: Technology Resources

- 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.1-01). 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 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 and 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 (LRC). 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 Desks 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 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.1-02). There are three specialists and one office assistant who are available to assist faculty (III.C.1-03). 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 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 Collegewide 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 DE 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 PD. Furthermore, the OEC, 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. 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 totally of 1,553 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 (III.C.1-04).

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
Reading Lab (Windows) LRC 215,216,221,230 High Tech Lab (Win) Vil 29-1	104 19
High Tech Lab (Win) Vil 29-1	19
High Tech Lab (Win) Vil 29-1 KSBR	19 15
High Tech Lab (Win) Vil 29-1 KSBR Biology Lab (Laptops Z books)	19 15 11
High Tech Lab (Win) Vil 29-1 KSBR Biology Lab (Laptops Z books) Chemistry Lab (Windows) SM 207	19 15 11 29
High Tech Lab (Win) Vil 29-1 KSBR Biology Lab (Laptops Z books) Chemistry Lab (Windows) SM 207 Chemistry Lab (Laptops Z books)	19 15 11 29 60

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) 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 FCSS offer both a workspace and lounge area for any full-time and parttime 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 (DTC) to address the needs of the MDF. The request was validated and funded in June 2015; however, due to the funding amount (over \$1 million) 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 the College is hopeful, due to the demonstrated need, that 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 EFMP to address the needs of the College. This plan is updated every five years and includes DE 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.1-05).

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 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.1-06). 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.1-07). 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 their mailing addresses, 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, submit grades, order books, and manage their class websites. 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 five 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.1-08). 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. This integration 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 used 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, 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 applications 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. The table below 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	Dev-PHP
	Machines	
Eureka	Grammar Fitness	Geographical Information
		Systems
IronPython	Kurzweil 3000	LinQ
Maternity Mania	MathPlayer	Microsoft Office Suite
Microsoft SQL	Microsoft Visual Studio	MODELA
	Professional	
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 EFMP includes information on online education and a 20-year plan, which is updated every five years (III.C.1-09). 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 OEC and the DTC. These committees 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 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). 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 continues to meet the needs of a mobile student body and workforce.

Evidence

III.C.01-01: Technology Services Division Organizational Chart

III.C.01-02: Website Outlining Instructional Technology Support and Training

III.C.01-03: Organizational Chart for Faculty Center for Student Success

III.C.01-04: New Computer Lab Process

III.C.01-05: Scope of Work for Student Print Project

III.C.01-06: Agenda and Minutes of Technology Committee Discussion on Computer Replacement Plans

III.C.01-07: Website for MySite

III.C.01-08: Website for My Academic Plan

III.C.01-09: 20-Year Educational Facilities Plan

III.C.01-10: Computer Replacement Plan

III.C.01-11: Instructional Lab Computer Replacement Plan

III.C.01-12: Help Desk Satisfaction Survey Results

III.C.01-13: Agenda and Minutes of Technology Committee on Wireless Project

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 OEC 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.2-01). The 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.2-02). Various governance committees, such as CC 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.2-03). 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 1,528 student responses, 65 faculty responses, and 41 staff/ management responses (III.C.2-04). Second, the committee had two open forums that were attended by students, faculty, and staff/management (III.C.2-05). To provide the College community with multiple options for attendance, one forum took place midday, while the second took place in the evening. 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.2-06). The committee developed these standards to ensure a minimum level of technology in classrooms and to aid architects when designing buildings (III.C.2-07). 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 AUR that outlines unit objectives and needs (III.C.2-08). 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 CRC, 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 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: 010b. 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 (<u>III.C.2-09</u>). This process primarily uses general fund for the funding of approved technology requests.

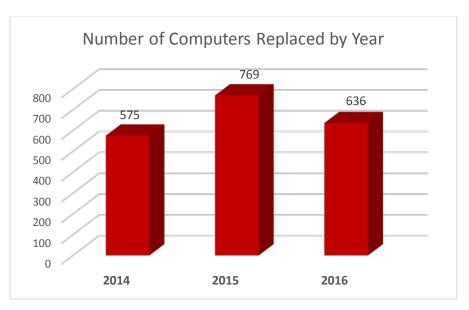
All technology funding requests for basic aid or fund 40 initiate at the College or District Services. Each entity follows its own process for the creation and prioritization of requests. The College receives all basic aid funding requests from all divisions/departments, and the Technology Services department compiles them. These requests are presented to the Management Team, CC, 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 District-wide Technology Committee.

All entities' technology requests for basic aid funding are discussed and prioritized at the District-wide Technology Committee. 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 includes 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 OEC, 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. The figure below 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 the meet the demands of growing enrollments.

The College is currently assessing the possibility of migrating to Canvas, a new LMS. 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 OEC as well as at the DOEC. Information has also been provided to the Academic Senate. The discussion is ongoing with plans to make a final determination in spring 2017.

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 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, Business/General Studies 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 ABF 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 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 the

inside of the buildings. The third phase will to cover all other areas, including athletic fields and open spaces.

The Technology Plan and AURs 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, CRC, CC, District-wide Technology Committee, and BAARC 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).

Evidence

<u>III.C.02-01</u>: Agenda and Minutes of District Online Education Committee Discussion of Building Blocks and Canvas

III.C.02-02: Agenda and Minutes of Technology Committee (TC) Discussion on Technology Plan

III.C.02-03: Technology Plan 2015-2020

III.C.02-04: Agenda and Minutes of TC Discussion on Surveys to Students Faculty Staff

III.C.02-05: Agenda and Minutes of TC Discussion on Open Forums Blog

III.C.02-06: Agenda and Minutes of TC Discussion on Creation of AV Standards

III.C.02-07: AV Standards

III.C.02-08: Technology Services Administrative Unit Review

III.C.02-09: College Resource Allocation Process

III.C.02-10: BAARC Technology Request Process

III.C.02-11: Service Maintenance Agreement Budgets

III.C.02-12: Online Education Committee Agenda Discussing Canvas Review

III.C.02-13: Agenda and Minutes of TC Discussion on Canvas

III.C.02-14: Map of Air Blown Fiber

III.C.02-15: Wireless Expansion Project with Timelines

III.C.02-16: Wireless Study Indoor

III.C.02-17: Wireless Study Outdoor

III.C.02-18: BAARC Technology Funding 2013-2014

III.C.02-19: BAARC Technology Funding 2015-2016

III.C.02-20: BAARC Technology Funding 2016-2017

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. 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 District Services on part of the second floor of the 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.3-01). 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 log in with a unique username and password per 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.3-02).

The College is implementing electronic access control for all doors (III.C.3-03). 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.3-04). 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 SANs, while the College houses the primary SAN. These two SANs replicate constantly, securing institutional data (III.C.3-05). 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.3-06).

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.3-07). 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.3-08). 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.3-09; III.C.3-10). The committee

discusses how records need to be handled and stored from inception to deletion (<u>III.C.3-11</u>).

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 percent. 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.

Evidence

III.C.03-01: Laguna Woods Network Connectivity
III.C.03-02: Logical Network Map VLANs for Irrigation
III.C.03-03: Agenda for Access Control Training
III.C.03-04: Logical Network Map for 10Gbps modules in each IDF
III.C.03-05: Logical Network Map VLANs for Storage Area Network
III.C.03-06: Barracuda PO
III.C.03-07: Business Continuity Committee Charge
III.C.03-08: Business Continuity Committee Agenda
III.C.03-09: Custodian of Records Committee Charge
III.C.03-10: Custodian of Records Guideline Confidentiality of Employee and Student Records
III.C.03-11: Custodian of Records Agenda
III.C.03-12: Trustwave PO for PCI Compliance Assessment
III.C.03-13: Blackboard Board of Trustees Approval

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. PD 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. Knowledgeable technicians, staff, and faculty support 50 instructional computer labs available for students to ensure access. 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 PD (III.C.4-01). 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 PD 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.4-02). 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.4-03).

The College uses surveys to determine faculty, staff, and management's favored methods of training and PD. In fall 2014, the Technology Committee conducted a survey to determine the preferred training method of faculty. The findings showed that faculty preferred one-on-one training. Training videos were the second preferred method, and group training was the least preferred. These findings provided 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.4-04). Financial Aid offers free weekly workshops to help students complete 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 1,553 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

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.

As of 2014, all LRC tutors are paid to attend mandatory PD 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 DSPS 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 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 in Online Education

During PD Week in both fall and spring, the College hosts the WOW for all students (III.C.4-05). 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 from fall 2014 has also guided the training provided for students. The volume and type of questions the Help Desk fields also guide student trainings.

The College sends a PD 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 PD Week, surveys ascertain the value and effectiveness of the workshops. This feedback helps guide workshops offered at the following PD 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.

Evidence

III.C.04-01: List of Fall 2016 Schedule of Events for Professional Development Week III.C.04-02: President Email Discussing Classified Professional Development Week

III.C.04-03: Purchase Order for Lynda.com

<u>III.C.04-04</u>: Contract Document with Cash Course titled The Financial Literacy Course <u>III.C.04-05</u>: Promotional Document for Face to Face Workshops Offered Throughout the

Semester

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 ARs that guide the appropriate use of technology at the College. There are primarily five BPs guiding the appropriate use of technology (III.C.5-01; III.C.5-02; III.C.5-03; III.C.5-04; III.C.5-05). 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.5-06; III.C.5-07; III.C.5-08; III.C.5-09; 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, students, 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 evaluation taking place of Canvas as a possible replacement for the current LMS, Blackboard. The evaluation process began by first procuring agreement from faculty to participate in the OEI, which is a statewide initiative aimed at centralizing some of the online education services within the California Community College 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 OEC and the DOEC 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.

Evidence

III.C.05-01: BP 3310, Records Retention and Destruction

III.C.05-02: BP 3508, Public Safety Camera System

III.C.05-03: BP 3530, Compliance with Payment Card Industry Data Security Standards

- III.C.05-04: BP 4000.2, Electronic Communication
- III.C.05-05: BP 5615, Student Records Compliance with Family Educational Rights and
- Privacy Act
- III.C.05-06: AR 3310, Records Retention and Destruction
- III.C.05-07: AR 5615, Student Records Compliance with Family Educational Rights and
- Privacy Act
- III.C.05-08: AR 3508, Public Safety Camera System
- III.C.05-09: AR 3726, Information Security Data Classification
- III.C.05-10: AR 3727, Information Security Access Control
- III.C.05-11: AR 3728, Information Security Physical Security
- III.C.05-12: AR 3729, Information Security Logging and Monitoring
- III.C.05-13: AR 3730, Information Security Remote Access
- III.C.05-14: AR 4000.2, Electronic Communications
- III.C.05-15: Saddleback Student Handbook

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 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/Budget Management-Transfer of Budget Appropriations; BP/AR 3101.5, Fiscal Management; and BP/AR 3110, Basic Aid Funds Allocation Process/Basic Aid 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) (ER 18-01). 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.

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) (ER 18-02) 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 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, CE, 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) (ER 18-03) and Annual Audit (III.D.1-14) (ER 18-04).

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 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 Collegewide plans—such as Strategic Plan action steps, the SEP, and the Basic Skills Initiative—and in response to departmental plans developed through the assessment and PR processes. The

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 PR and 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) (ER 18-05). The 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

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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 (ER 18-01)
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 (ER 18-02)
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 (ER 18-03)
III.D.1-14: SC Foundation Audit Report (ER 18-04)
III.D.1-15: Saddleback College Educational and Facilities Master Plan
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 2016-2017
III.D.1-23: SOCCCD Audit Report 2014-15 (ER 18-05)
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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 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 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 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 CC, 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 ERP 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 CCCCO 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

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 Agendas

III.D.2-09: BP 101, Mission

III.D.2-10: Budget Development Calendar

III.D.3The 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 making recommendations to the chancellor for the income allocation model upon which the budget is based as well as developing and overseeing the allocation process for unrestricted general funds. As described in III.D.1, 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 CIC and the 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 ARs, 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

<u>III.D.3-03</u>: 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

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 the DRAC model and the Basic Aid Funds Allocation Process (III.D.4-01; III.D.4-02). BAARC projects available basic aid funding based upon a conservative estimate for property tax and student fee income minus the College's operating revenues, which makes up the total amount available for allocation (III.D.4-03). 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 SB 361 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; CE; 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. CE 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. The following are planning and budget committees:

- 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. After the review, CC makes a recommendation to the college president, who makes the final decision as to the allocation of resources to address College plans (III.D.4-04). 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 mission are funded appropriately. Institutional planning is conducted in accordance with a realistic assessment of available funds.

Evidence

III.D.4-01: DRAC Model 2016-2017

III.D.4-02: BP and AR 3110, Basic Aid Funds Allocation Process

III.D.4-03: BAARC Recommendations 2015-2016 III.D.4-04: Approved CRC Requests for 2016-2017

II.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. In conjunction with a representative from the Grants Office, the grant project staff 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 annually to the SOCCCD BOT (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 annually conducts a financial and compliance audit of the District Business Services Office in accordance with California 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.5-05: Foundation Annual Report 2015-2016

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 2016-2017 fiscal year in support of needs expressed through the PR and 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 Collegewide 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 the 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 OneSource 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 PD 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 2014-2015
III.D.8-02: BPA Sessions and Related Plans
III.D.8-03: Example Workday Fiscal Design
III.D.8-04: Workday Health Check Findings
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, and the revenue received from property taxes exceeds the funds the College 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, 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 (III.D.9-04).

The District is not self-insured but participates in several joint powers agreements—such as SWACC for property and liability, Self-Insured Schools of California for medical, and the Protected Insurance Program for Schools 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 PD presentations on how to identify and reduce risk (<u>III.D.9-06</u>), the development and implementation of contract templates (<u>III.D.9-07</u>) and contract signing processes (<u>III.D.9-08</u>), 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, 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 College Foundation's 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, 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 had 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

<u>III.D.10-03</u>: Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards

III.D.10-04: Deposit Advice Form

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 (III.D.11-01). 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.

Evidence

<u>III.D.11-01</u>: SOCCCD Audit Report 2014-2015

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 CalSTRS and CalPERS 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 (III.D.13-01).

Analysis and Evaluation

The College does not have difficulty meeting current obligations and does not have any long-term debt.

Evidence

III.D.13-01: SOCCCD Audit Report 2014-2015

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 percent with 34 defaulters out of 306 borrowers in repayment, and the 2013 three-year cohort default rate is 10.8 percent (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 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

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 in the successful implementation of 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 to ensure that contracts are appropriately executed and 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; BP 3200, Purchasing and

Contracts

III.D.16-03: District Services Contracts and Guidelines SharePoint Site

III.D.16-04: BP 3200.1, Contracts

<u>III.D.16-05</u>: 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 Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

In the 2016 Annual State of the College report, the college president noted:

Last year, the theme of my State of the College was 'A Culture of Excellence,' where I stated that the remarkable leadership of our students, faculty, staff, and management has truly transformed Saddleback's culture. Together we embrace positive change, creating cross-departmental collaborations that lead to enhanced student success. Our faculty continue to develop innovative programs that ignite the minds and passions of our students and bolster Saddleback's reputation for academic excellence.

The culture and leadership at the College have promoted and fostered both innovation and excellence. The College and its faculty, staff, students, and units have won awards and recognition for efforts promoting student success, academic quality, integrity, and continuous improvement of the institution. For example, the College was named a "Great College to Work For" by *The Chronicle of Higher Education* in July 2016. College employees surveyed gave the College strong marks in job satisfaction; teaching environment; college pride; professional development; respect and appreciation; compensation, benefits and work/life balance; shared governance; and supervisor relationships (IV.A.1-01). The Annual State of

the College reports highlight the impressive achievements the College has made through teamwork and dedication to helping its students succeed (IV.A.1-02).

The 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 (2000 and 3000 series), Administrative Regulations (2000 and 3000 series), committee compositions and bylaws, 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 administrative roles within the District are defined in the following Board Policies (BPs):

- BP 2001, Administration Organization (<u>IV.A.1-03</u>)
- BP 2100, Delegation of Authority to the Chancellor (IV.A.1-04)
- BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.1-05)
- BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.A.1-06)
- BP 2101, Delegation of Authority to the College President (IV.A.1-07)
- BP/AR 2120, Institutional Planning (IV.A.1-08)

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 California Code of Regulations, Title 5, Sections 53200-53205.

To ensure adequate financial support for its colleges, the board adopted a variety of BPs and Administrative Regulations (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 (IV.A.1-09)
- BP and AR 3100, Budget Preparation (IV.A.1-10)
- BP 3101 and AR 3101.1, Budget Management (IV.A.1-11)
- AR 3101, Budget Management-Transfer of Budget Appropriations (<u>IV.A.1-12</u>)
- BP and AR 3101.5, Fiscal Management (IV.A.1-13)

These policies and procedures ensure that the District engages in 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 Districtwide to create aligned annual budgets. The District Resources Allocation Council (DRAC) is the governance body that oversees the allocation of funds to ensure that both college and District services are supported and sustained. The College then develops an annual budget incorporating all funds available, including the prior-year ending balance, to meet institutional needs (IV.A.1-14).

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. [The monies] are distributed to five areas: 1) Saddleback College, 2) Irvine Valley College, 3) contingency Reserve, 4) General Expenditures, 5) District Services. The intention of the model is to guarantee the colleges a predictable, fair, and equitable distribution of revenues.

The participatory governance structure and process for the District is delineated in the Districtwide Planning Manual and the SOCCCD Function Map (IV.A.1-15). The College's governance structure is delineated in the College's Planning and Governance Manual (IV.A.1-16). 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. Constituency representatives are encouraged to voice concerns and ideas and to communicate information and decisions back to the group they represent. In addition to the formal governance structure, dialogue and information sharing occur through the formation of workgroups and less formal gatherings, such as topical forums, Trustee Listening Sessions, and the President's Chats. Topical sessions related to planning and budget are also held on various issues during Professional Development (PD) Week and throughout the semester (IV.A.1-17).

College quality improvement dialogues 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 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, the Associated Student Government (ASG), California School Employees Association (CSEA), Classified Senate, and

Management Team (MT). The Planning and Governance Manual summarizes the governance and committee structure (IV.A.1-16).

CC is the primary recommending body to the college president for planning, resources, and policy matters. Chaired by the president, this committee meets biweekly throughout the year. Broad participation is evident based on the scope and nature of the committee structure and required membership composition.

EPA works collegially with the faculty, staff, and administration on program reviews (PRs), administrative unit reviews (AURs), student learning outcomes (SLOs), institutional outcomes, and the resource allocation process.

PBSC assists with institutional effectiveness, the resource allocation process, the Strategic Plan, the Planning and Governance Manual, integrity, and student success initiatives.

The Academic Senate is a partner for decisions involving curriculum, academic quality, online education, integrity, faculty hiring, faculty PD, student success initiatives, the Strategic Plan, the resource allocation process, and fiscal stability. CSEA represents classified employees on any contract-related issues. The Classified Senate works collaboratively with the administration on classified staff PD, integrity, student success initiatives, resource allocation, fiscal stability, and the Strategic Plan. ASG participates in dialogue involving student clubs, student life, student welfare, scholarships, student success initiatives, and some resource allocation. Each constituency group is represented in larger issues facing the College that are brought to the governance committees. Decisions made by governance committees are most often made by consensus.

Analysis and Evaluation

The leadership of both the College and SOCCCD 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.

As part of quality improvement, the governance committees self-appraise annually and make modifications to committee charters, bylaws, and compositions. Through this review process, committees are formed, reorganized, or disbanded in effort to improve institutional efficiency, to enhance effective communication, or to resolve pressing issues.

In an effort to realign various College committees in terms of strategic initiatives and external mandates, the College compiled an 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 provide data on

committee interest and to then synthesize various committees into a more robust structure that corresponded with the strategic mission and goals of the College.

Evidence

IV.A.1-01: Saddleback College Great Colleges to Work for Top Line Results

IV.A.1-02: Saddleback State of the College Report

IV.A.1-03: BP 2001, Administration Organization

IV.A.1-04: BP 2100, Delegation of Authority to the Chancellor

IV.A.1-05: BP 2100.1, Delegation of Authority to the Academic Senate

IV.A.1-06: BP 2100.2, Role and Scope of Authority of the Academic Senates

IV.A.1-07: BP 2101, Delegation of Authority to the College President

IV.A.1-08: BP/AR 2120, Institutional Planning

IV.A.1-09: BP/AR 3001.1, Delegation of Authority

IV.A.1-10: BP 3100, Budget Preparation

IV.A.1-11: BP 3100, Budget Management

IV.A.1-12: AR 3100, Budget Management -Transfer of Budget Appropriations

IV.A.1-13: BP/AR 3101.5, Fiscal Management

IV.A.1-14: DRAC Purpose and Charge

IV.A.1-15: SOCCCD Function Map

IV.A.1-16: Planning and Governance Manual

IV.A.1-17: Understanding the Budget

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, Classified Senate, ASG, bargaining units, and administration (IV.A.2-01).

The participation of faculty in the decision-making process is authorized by BP 2100.1, Delegation of Authority to the Academic Senate (<u>IV.A.2-02</u>), and BP 2100.2, Role and Scope of Authority of the Academic Senates (<u>IV.A.2-03</u>). These policies acknowledge the

right of faculty to participate in District and College governance and recognize the College Academic Senate as the official governing body, and the official faculty voice, for faculty participation in developing policies related to academic and professional matters as mandated by Title 5, Sections 53200-53205 (IV.A2-04).

In accordance with the Higher Education Employer-Employee Relations Act, 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.

BP 4056, Classified Employees Participation in Decision Making (IV.A.2-05), directs that the SOCCCD provide an opportunity for classified staff input on all matters that affect staff. There are three organizations within the SOCCCD that assume this role: Saddleback College Classified Senate, CSEA, and the Police Officers' Association.

The CSEA and the Police Officers Association 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 in accordance with Title 5 regulations. CSEA has the right to appoint the first representative to any committee and the Student Success Coordinating Committee 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 (IV.A.2-06) and BP 5627, Student Participation in Governance (IV.A.2-07), authorize student participation in the decision-making processes that significantly affect them and recognize the ASG at each college in the SOCCCD. In addition, BP 104, Student Member of the Board of Trustees(IV.A.2-08), 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 Planning and Governance Manual and the *SOCCCD District-wide Decision Making Manual 2015-2020* (IV.A.2-09) 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 PBSC, and CC at the College. 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 these committees are organized through the formalized representation structure, anyone is welcome to attend all governance meetings. BP 128, Board Agendas (IV.A.2-10), describes how individuals may request items be placed on the BOT meeting agenda through a written summary to the chancellor, provided that deadlines are met. For other committees, individuals may contact the committee chair or president to add items to the agenda. 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.

Analysis and Evaluation

The District and College have established BPs, ARs, and operational guidelines 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 supported the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty for participation. The college president and the SOCCCD chancellor work closely with the College Academic Senate when making decisions on academic and professional matters. Similarly, the Classified Senate has indicated that their role in governance would be strengthened if, like faculty, they were provided with release time from their respective positions. CSEA contract section 3.1.12 allows up to 10 percent release time for governance activities.

Evidence

IV.A.2-01: BP 107, Board Policy and Administrative Regulation

IV.A.2-02: BP 2100.1, Delegation of Authority to the Academic Senate

IV.A.2-03: BP 2100.2, Role and Scope of Authority of the Academic Senates

IV.A.2-04: California Code of Regulations, Title 5, Sections 53200-53205

IV.A.2-05: BP 4056, Classified Employees Participation in Decision Making

IV.A.2-06: California Code of Regulations, Title 5, Section 51023.7

IV.A.2-07: BP 5627, Student Participation in Governance

IV.A.2-08: BP 104, Student Member of the Board of Trustees

IV.A.2-09: SOCCCD District-wide Decision Making Manual 2015-2020, pages 11-14

IV.A.2-10: BP 128, Board Agendas

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 the Code of Federal Regulations, the California Education Code, and Title 5 of the California Code of Regulations. 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 chief executive officer (CEO) of the District, and the college president, as CEO of the College, is codified by California Education Code, Section 70902 and SOCCCD BPs (IV.A.3-01). BP 2100, Delegation of Authority to the Chancellor (IV.A.3-02), 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 (IV.A.3-03), 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), which is composed of the president and vice presidents at the College; the president's MT, 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 (VPI) Council. This council does not function as a core decision-making body but as a collaborative communication venue for the VPI. This council is comprised of all instructional deans; the director of research, planning and accreditation; and the assistant dean of emeritus institute. In addition, the VPI hosts a dean and department chairs meeting, which consists of department chairs, the chair of the Curriculum Committee, and certain staff from the Office of Instruction; this latter group functions more as an avenue by which the top administration can share information with department representatives, and remains an important forum for deans and department chairs across campus to exchange ideas, problem-solve, and develop professionally.

Faculty

BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.3-04), in accordance with California Code of Regulations, Sections 53200-53205 (IV.A.3-05), 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 (IV.A.3-06), 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, thus, is 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.3-01: California Education Code, Section 70902

IV.A.3-02: BP 2100, Delegation of Authority to the Chancellor

IV.A.3-03: BP 2101, Delegation of Authority to the President

IV.A.3-04: BP 2100.1, Delegation of Authority to the Academic Senate

IV.A.3-05: California Code of Regulations, Title 5, Sections 53200-53205

IV.A.3-06: BP 2100.2, Role and Scope of Authority of the Academic Senate

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 regarding recommendations about curriculum and student learning programs as well as student learning services (IV.A.4-01; IV.A.4-02). BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.4-03), delineates the scope of the College Academic Senate in response to Title 5, Sections 53200-53205 (IV.A.4-04). 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 (IV.A.4-05):

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and College governance structures relating to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty PD activities
- Processes for program review
- Processes for institutional planning and budget development
- 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 (IV.A.4-06), which harmonizes with the scope of BP 2100 (IV.A.4-07). 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) (IV.A.4-08).

The College uses Governet software, 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 CCCCO 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, as required by the CCCCO, are additionally reviewed and endorsed by a regional CTE consortium. 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 CCCCO 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 (IV.A.3-09).

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 additions or deletions to the chancellor for his or her review and to the
 BOT for its review and final approval.
- 2. No SOCCCD colleges may offer programs or courses that fail to meet the curriculum standards in the 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. If there is faculty interest in championing a new initiative, grant proposals may be submitted to secure funds to pilot a program or service. 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 are made by the faculty and administrators involved in institutionalizing successful new programs and services to a governance committee, such as the PBSC or CC. Approval by the CC 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 Committee 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 (IV.A.4-10).

Analysis and Evaluation

The SOCCCD and the College meet the Standard.

Evidence

IV.A.4-01: BP 6100, Curriculum

IV.A.4-02: Curriculum Committee

IV.A.4-03: BP 2100.1, Delegation of Authority to the Academic Senate
IV.A.4-04: California Code of Regulations, Title 5, Sections 53200-53205

IV.A.4-05: BP 2100.2, Role and Scope of Authority of the Academic Senate

IV.A.4-06: Curriculum

IV.A.4-07: BP 2100, Delegation of Authority to the Chancellor IV.A.4-08: Program and Course Approval Handbook (PCAH)

IV.A.4-09: California Code of Regulations, Sections 66700, 70901, 78016, 70902

IV.A.4-10: AVID for Higher Education

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. On the District level, these bodies include the DWPC (IV.A.5-01), the Districtwide Integrated Planning Committee (IV.A.5-02), the Board Policy and Administrative Regulation Advisory Council (BPARAC) (IV.A.5-03), and the Chancellor's Executive Council (IV.A.5-04), 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. This trustee is elected each year on an alternate basis from the student bodies of Irvine Valley College or Saddleback College (IV.A.5-05). 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 (IV.A.5-06). 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. 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 Planning and Governance Manual and on the College website (IV.A.5-07).

Recommendation also occur as a result of biennial program and administrative review processes, from which resource allocations requests and needs for curricular changes are identified. Annually, resource allocations requests go through the College review process during which time all requests are prioritized according to specific criteria at four levels of analysis and discussion—a process which is discussed more fully in the Planning and Governance Manual (IV.A.5-07). Curricular changes go through a technical review process

by the Curriculum Committee, a subcommittee of the Academic Senate. This process is discussed in detail in Standard II.

Additionally, both the College and the District leadership understand the importance of a decision-making process reliant on accurate and timely data and metrics. To this end, the District and the College leadership have embraced an ongoing conversation that promotes the addressing of barriers that have gotten in the way of effectively making decisions utilizing data and metrics (IV.A.5-08). A Districtwide barriers committee was established to provide recommendations to improve the decision-making process. These recommendations included:

- Improving the usability of the data used in decision-making
- Evaluating products that allow for self-service data mining and analysis
- Increasing the Districtwide commitment to data-based decision-making
- Improving transparency in the decision-making process
- Providing instructions and training related to accessing data

Since these recommendations were put forward, the District's research and data management team have provided a Collegewide tool, inFORM (IV.A.5-09), which is used for data retrieval and reporting. In addition, the District and the College have begun discussions on data clarity and data governance in an informal data taskforce committee run by District researchers.

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.5-01: District-wide Planning Council Purpose and Charge

IV.A.5-02: Districtwide Integrated Planning Purpose and Charge

IV.A.5-03: BPARAC Purpose and Charge

IV.A.5-04: Chancellor's Executive Council Purpose and Charge

IV.A.5-05: BP 2001, Administration Organization

IV.A.5-06: View of Board of Trustees Minutes and Agenda Website

IV.A.5-07: Planning and Governance Manual

IV.A.5-08: BARRIER #2, Final Recommendation Summary, July 2014

IV.A.5-09: inFORM Data Warehouse

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 Planning and Governance Manual documents the College's governance and decision-making processes (IV.A.6-01). The processes and procedures outlined in the manual are developed by PBSC and approved by the CC, two bodies 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 Planning and Decision-Making microsite of the Office of Planning, Research and Accreditation (OPRA) website (IV.A.6-02).

The governance and decision-making processes of Districtwide planning and committees are documented in the *SOCCCD District-wide Decision Making Manual 2015-2020* (IV.A.6-03). The processes and procedures outlined in the manual are developed by DWPC, a shared governance body. As indicated in the District's manual, 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 data management, 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 (IV.A.6-04). 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 (IV.A.6-05). 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 (IV.A.6-06).

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 shared at representative group meetings and/or delivered via 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 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.6-01: Planning and Governance Manual

IV.A.6-02: View of Planning and Decision-Making Microsite

IV.A.6-03: SOCCCD District-wide Decision Making Manual 2015-2020

IV.A.6-04: Meyers-Milias-Brown Act Employment Relations

IV.A.6-05: View of Minutes Posted to BOT Website

IV.A.6-06: View of Minutes Posted to Academic Senate Website

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 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 (IV.A.7-01). 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 (AVPIE) to lead the Office of Institutional Effectiveness (IV.A.7-02).

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 AVPIE'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 PD 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 AVPIE's 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

By building out human capital within the realm of institutional effectiveness, the College plans to expand its functions in planning, assessment and the results of Collegewide planning evaluation.

Evidence

IV.A.7-01: Institutional Effectiveness Org Chart Change Proposal

IV.A.7-02: Job Description, Assistant Vice President of Institutional Effectiveness

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 (IV.B.1-01). 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, with the delegated authority that comes with his or her appointment by the chancellor with the approval of the SOCCCD BOT, provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness through the shared governance process. 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 PET, which is composed of the president and vice presidents at the College; the MT, 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 2101 (IV.B.1-02) include the following:

- Provide leadership for the College's educational programs, ensuring the effective operation of curriculum development, the PR and academic planning processes, and instructional support services
- Provide necessary leadership for student support services 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, PD activities, contract administration, and to perform 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 delegate appropriate responsibilities to the College administrative staff
- Implement a College governance program which is participative, accountable, and effective
- Promote effective communication within the College, with the District, and with the BOT
- 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 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.

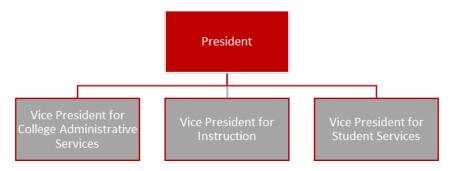
Evidence

IV.B.1-01: BP 2100, Delegation of Authority to the Chancellor IV.B.1-02: BP 2101, Delegation of Authority to the College President

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 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 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. 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 (IV.B.2-01).

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 learning assistance
- vice president for college administrative services (VPCAS)
- AVPIE
- dean of online education and learning resources
- dean of community education, emeritus institute, and K-12 partnerships
- director of economic and workforce development (EWD)
- manager, student payment and veterans offices
- supervisor, facilities operations
- assistant director facilities, capital outlay projects

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.2-01: Planning and Governance Manual

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. First, the president ensures collegiality by directing his MT, which consists of all administrators and managers, to train staff on, to review, and to publicize clear mechanisms for resolving interpersonal conflict in ethical ways that act in accordance with mutual respect (IV.B.3-01; IV.B.3-02). The college president exemplifies collegiality by having a high level of engagement in the College shared governance processes and by providing leadership and guidance to support major campus planning initiatives. The president ensures that College decision-making is inclusive and follows the proper channels. In turn, the president filters through myriad information, leadership channels, and external priorities to distill a short list of initiatives for the College to focus on—a so-called "top 10" list of priorities that are published in the president's State of the College report (IV.B.3-03). The president then widely communicates these priorities via

annual recap presentations, through in-person public sessions (IV.B.3-04), and through published mechanisms, such as online and print media (IV.B.3-05). The State of the College includes key statistics and performance indicators that the College can reflect upon and that guide executive level decision-making processes going forward.

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, with focus on it being a collaborative process that begins with the setting of the mission and values, and then the setting of goals.
- 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. A recent example of this is the president's strong support for the Collegewide Student Success Metrics Summit (IV.B.3-06). 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 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 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 evaluation 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 evaluation 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, and has fostered the reconstitution of the PBSC to ensure that research and data are being used in resource allocation. The recommendations of PBSC feed into CC for deliberation and for a recommendation to the president for action (IV.B.3-07).

Using the consultative process, the president accepted the recommendation of the governance group leadership and CC to expand the College's research office by hiring a new director of research, planning and accreditation after a period of vacancy in the position. This position reports directly to the new AVPIE 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 OPRA also co-chairs PBSC and serves on 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.

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 of the AVPIE role. This new upper-management position reports to the Office of the Vice President of Instruction and oversees Collegewide research and curriculum.

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 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. The structure of EPA ensures that faculty who take on leadership roles are authentic peer examples of the proper use of learning assessment in and out of the classroom.

Analysis and Evaluation

As CEO, the president clearly establishes collegiality expectations and expects his leadership team to act on statements of mutual respect and ethical behavior. The college president has made institutional effectiveness, educational planning, outcomes assessment, and continuous improvement priorities and has expanded human capital for this purpose. The president has also created an environment in which constant improvement and institutional effectiveness is intended to promote student achievement and student success. The president is a leader of constant and consistent collaboration between key constituent groups, such as Academic Senate, MT, CC, and PET.

Evidence

IV.B.3-01: Interpersonal Conflict Resolution Recommendations IV.B.3-02: Statement of Mutual Respect and Collegial Behavior

IV.B.3-03: State of the College Report

IV.B: Chief Executive Officer

IV.B.3-04: State of the College

IV.B.3-05: State of the College – View of Website

IV.B.3.06: Student Success Metrics Summit Announcement

IV.B.3 07: Planning and Governance Manual

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 (IV.B.4-01), 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, under the guidance and leadership of the president, all faculty, staff, managers, and administrators work to ensure that the College complies with the accreditation process and meets the standards and criteria established by the Commission.

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. 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 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, as part of the president's role to oversee and lead the College's accreditation effort, the president, among other tasks, is supposed to attend the regularly scheduled Accreditation Steering Committee meetings and participate in the development of the self-study report.

Evidence

IV.B.4 01: BP 2101, Delegation of Authority to the College President

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 (IV.B.5-01), 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 representative on these committees.

Similarly, the college president effectively controls the College budget and expenditures by utilizing data and information provided by the 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/or 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 eight years and have allowed for College contingency and enrollment growth.

Although the president assumes primary responsibility for the above mentioned 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 addressing them through the PBSC. In turn, the College budget is monitored through internal controls, monthly and quarterly reports, and external audits.

Evidence

IV.B.5-01: BP 2101, Delegation of Authority to the College President

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 (IV.B.6-01), community-focused outreach (IV.B.6-02; IV.B.6-03), the College Foundation (IV.B.6-04), community outreach (IV.B.6-05), EWD (IV.B.6-06), and public information and marketing (IV.B.6-07).

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 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 7,000 graduating high school seniors welcoming them to the College and inviting them to attend the College's annual Senior Day and to participate in Freshman Advantage Program and the Transfer Agreement Guarantee Program (IV.B.6-08). 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 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
- State of the College
- PD Week
- Senior's Day
- South Orange County Economic Report

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 (IV.B.6-06), 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 (IV.B.6-09). The College

Foundation is recognized as an auxiliary organization and operates under the guidelines established by BP 3610, Auxiliary Organizations (IV.B.6-10).

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 improve the south Orange County communities and to provide 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 EWD Office headed by the director of EWD. Under the guise of the College, the primary task of the director of EWD 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 (IV.B.6-11), 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.

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, EWD, and public information and marketing.

Evidence

	IV.B.6-01: President	Outreach Letter to	Veteran and	Active D	uty Students
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- IV.B.6-02: High School Principal's Breakfast Presentation
- IV.B.6-03: Apprenticeship Initiative and Pre-apprenticeship Initiative
- IV.B.6-04: Saddleback College Foundation Annual Report
- IV.B.6-05: CEO Community Outreach
- IV.B.6-06: South Orange County Economic Report
- IV.B.6-07: Saddleback College KSBR Chat with President
- IV.B.6-08: Letter to High School Graduating Seniors
- IV.B.6-09: Internal Revenue Service, Section 501 c (3) Economic Report
- IV.B.6-10: BP 3601, Auxiliary Organizations
- IV.B.6-11: President's Gaucho Gazette

IV.C: Governing Board

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. (ER 7)

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 (IV.C.1-01) (ER 7-01), 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.

BPARAC (IV.C.1-02), 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 ARs. 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 (IV.C.1-03). 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 (IV.C.1-04):

- 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.1-01: BP 112, Duties and Responsibilities of the Board of Trustees (ER 7-01)

IV.C.1-02: BPARAC Purpose and Charge

IV.C.1-03: View of Public Affairs Role on SOCCCD Website

IV.C.1-04: Listing of BPs and ARs Available on SOCCCD Website

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 (IV.C.2-01). 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 (I.V.C.2-02). 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 (IV.C.2-03).

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 of which are available on the District's website, substantiate behavior in accordance with these policies.

Evidence

IV.C.2-01: BP 110, Code of Ethics – Standards of Practice
IV.C.2-02: BP 180, Respectful Interactions and Collaboration

IV.C.2-03: South Orange County Community College Board of Trustees Meetings

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 (IV.C.3-01); BP 148, Evaluation of the Chancellor (IV.C.3-02); and BP 4011.6, Employment Procedures for Chancellor (IV.C.3-03). 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 BPs related to the duties and responsibilities of the chancellor (BP 2100, Delegation of Authority to the Chancellor) (IV.C.3-04), 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

IV.C.3-01: BP 146, Chancellor Succession

IV.C.3-02: BP 148, Evaluation of the Chancellor

IV.C.3-03: BP 4011.6, Employment Procedures for Chancellor IV.C.3-04: BP 2100, Delegation of Authority to the Chancellor

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. (ER 7)

Evidence of Meeting the Standard

The 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 BOT is comprised of seven members, each of whom resides in the geographical area he or she represents. Board members are publicly 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 through BP 106 (IV.C.4-01). 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 through BP 104 (IV.C.4-02). This membership composition and election process ensures that the board is of a sufficient size to achieve its board member responsibilities and duties (IV.C.4-03) (ER 7-02).

In accordance with law and BP 110, Code of Ethics – Standards of Practices (IV.C.4-04) (ER 7-03), 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 (I.V.C.4-05) (ER 7-04), 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 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 (IVC.4.-06), 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 (IV.C.4-07). To validate and support transparency in all 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 District's processes and procedures as well as BPs and ARs ensure that the governing board follows the public interest in the educational quality of the District. The board is a publicly elected body of individuals whose size is sufficient for its duties and responsibilities. Through adherence to its own policies in regards to ethics, the board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

Evidence

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IV.C.4-01: BP-106, Board Elections
IV.C.4-02: BP-104, Student Member of the Board of Trustees
IV.C.4-03: BP-103, Board Membership (ER 7-02)
IV.C.4-04: BP 110, Code of Ethics – Standards of Practices (ER 7-03)
IV.C.4-05: BP 112, Duties and Responsibilities of the Board of Trustees (ER 7-04)
IV.C.4-06: BP 130, Public Participation at Board Meetings
IV.C.4-07: BP 128, Board Agendas
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IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The board 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 in the BP 5000 series (<u>IV.C.5-01</u>). The board is updated annually with research and reports on institutional effectiveness,

student success, and completion. These annual presentations are made in public board meetings to review and discuss the Student Success Scorecard (IV.C.5-02) 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 (IV.C.5-03). BP 101 ensures that the board reviews the College mission annually, with input from the College and various constituencies (IV.C.5-04).

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 (IV.C.5-05).

Throughout the academic year, the board receives presentations on Student Success: ESL and Basic Skills, Student Equity, Financial Aid, the Learning Resource Center Tutoring Programs, College Scorecards, Enrollment Management plans, and CTE Certificate programs (IV.C.5-06, IV.C.5-07).

DRAC; the Basic Aid Allocation Recommendation Committee (BAARC); and BP 3110, Basic Aid Funds Allocation Process (IV.C.5-08), 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 board has established consistent policies 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 board enacts and has adopted a policy to ensure that the College's mission is reviewed annually with input from constituencies Districtwide to ensure that it continues to support the quality, integrity, and improvement of student learning programs.

Evidence

IV.C.5-01: Board Policy Series 5000 (Students)

IV.C.5-02: Student Success Scorecard Presentation to BOT

IV.C.5-03: Student Success Tools, District IT Website

IV.C.5-04: BP 101, Missions

IV.C.5-05: Adopted Budget

IV.C.5-06: Student Equity Plan Presentation to BOT

IV.C.5-07: Overview of Financial Aid to BOT

IV.C.5-08: BP 3110, Basic Aid Funds Allocation Process

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 referenced 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 board. 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 Board 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 (IV.C.6-01)
- BP 104, Student Member of the Board of Trustees, which specifies qualifications, requirements for office, term of office, and election (IV.C.6-02)
- BP 105, Organization of the Governing Board, which specifies election of officers and the establishment of a set time and place for regular meetings (IV.C.6-03)
- BP 106, Board Elections, which specifies the term of office for board members and the trustee geographical areas (IV.C.6-04)
- BP 108, Vacancies on the Board, which specifies how and when vacancies outside of the normal election cycle can be filled (IV.C.6-05)
- BP 109, Board Education, which demonstrates the board's commitment to ongoing development as a board and outlines the guidelines for conference participation (IV.C.6-06)
- BP 110, Code of Ethics Standards of Practice, which outlines the basic ethical principles of the board (IV.C.6-07)
- BP 112, Duties and Responsibilities of the Board of Trustees, which lists the basic responsibilities of all board members (IV.C.6-08)
- BP 118, Committees of the Board, which indicates the ability of the board to establish committees (IV.C.6-09)
- BP 120, Regular Meetings of the Board, which specifies the location of regular board meetings (IV.C.6-10)
- BP 122, Closed Sessions, which specifies the items that can be considered in closed sessions (IV.C.6-11)
- BP 124, Special and Emergency Meetings, which describes the ability of the board to call special and emergency meetings (IV.C.6-12)
- BP 126, Quorum and Voting, which specifies the parliamentary rules to be used during board meetings (IV.C.6-13)

- BP 128, Board Agendas, which outlines the mandatory practices related to board meeting agenda development and publicizing (IV.C.6-14)
- BP 136, Minutes of the Board of Trustee Meetings, which specifies how minutes will be taken and made available (IV.C.6-15)
- BP 154, Conflict of Interest, which specifies board members' obligations in relation to conflicts of interest (IV.C.6-16)
- BP 158, Political Activity, which outlines rules related to the political activities of board members (IV.C.6-17)
- BP 172, Board Self Evaluation, which states the board's commitment to regular self-evaluation and self-improvement (IV.C.6-18)
- BP 180, Respectful Interactions and Collaboration, which states the board's commitment to fostering a climate of mutual respect, cooperation, and civility (IV.C.6-19)

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.6-01: BP 103, Board Membership, which specifies board membership and size
- IV.C.6-02: BP 104, Student Member of the Board of Trustees
- IV.C.6-03: BP 105, Organization of the Governing Board
- IV.C.6-04: BP 106, Board Elections
- IV.C.6-05: BP 108, Vacancies on the Board
- IV.C.6-06: BP 109, Board Education
- IV.C.6-07: BP 110, Code of Ethics Standards of Practice
- IV.C.6-08: BP 112, Duties and Responsibilities of the Board of Trustees
- IV.C.6-09: BP 118, Committees of the Board
- IV.C.6-10: BP 120, Regular Meetings of the Board
- IV.C.6-11: BP 122, Closed Sessions
- IV.C.6-12: BP 124, Special and Emergency Meetings
- IV.C.6-13: BP 126, Quorum and Voting
- IV.C.6-14: BP 128, Board Agendas
- IV.C.6-15: BP 136, Minutes of the Board of Trustee Meetings
- IV.C.6-16: BP 154, Conflict of Interest
- IV.C.6-17: BP 158, Political Activity
- IV.C.6-18: BP 172, Board Self Evaluation
- IV.C.6-19: BP 180, Respectful Interactions and Collaboration

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 (IV.C.7-01), as discussed in IV.C.6 above. Additionally, through procedures established by BP 107, Board Policy and Administrative Regulation (IV.C.7-02), 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 AR 107 (IV.C.7-03). 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 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 agendized the first time as "acceptance for review and study" and the final time as "approval." 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.7-01: BP 112, Duties and Responsibilities of the Board of Trustees

IV.C.7-02: BP 107, Board Policy and Administrative Regulation

IV.C.7-03: AR 107, Development of Board Policy and Administrative Regulation

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 (IV.C.8-01). The Scorecard provides indicators of the colleges' performance regarding remedial instruction, job training programs, retention of students, and graduation and completion rates. The board also invites presentations on ESL and Basic Skills, Student Equity, Financial Aid, the Learning Resource Center Tutoring Programs, College Scorecards, Enrollment Management plans, and CTE Certificate programs, as indicated in IV.C.5 above.

Analysis and Evaluation

SOCCCD and the College have regular presentations to discuss key indicators on the Student Success Scorecard. These discussion includes a review of learning and achievement outcomes as well as dialogue about plans to improve outcomes through mechanisms that address academic quality.

Evidence

IV.C.8-01: Student Success Scorecard Presentation to BOT

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 board. Additionally, the SOCCCD has mechanisms in place to provide continuity of board membership that, among other points, includes staggered terms of office.

As discussed in BP 109, Board Education (IV.C.9-01), 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 PD on 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 Colleges, and the Association of Community College Trustees. This commitment to PD 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 (IV.C.9-02).

As outlined in BPs 103 (IV.C.9-03), 104 (IV.C.9-04), and 106 (IV.C.9-05), 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 the 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 (IV.C.9-06). The decision to order an election or appointment 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 PD 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.9-01: BP 109, Board Education

IV.C.9-02: BOT Minutes with Report Back Example from Conferences

IV.C.9-03: BP 103, Board Membership

IV.C.9-04: BP 104, Student Member of the Board of Trustees

IV.C.9-05: BP 106, Board Elections

IV.C.9-06: BP 108, Vacancies on the Board

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 (IV.C.10-01, IV.C.10-02). 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 Board 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 Board has policies and procedures to ensure clear processes for evaluation. The process includes a focus on gathering data and participating in listening sessions with a variety of

constituent groups. The board publicly shares the results of its assessment processes, and welcomes discussions in settings that promote openness.

Evidence

IV.C.10-01: BP 172, Board Self Evaluation

IV.C.10-02: Board of Directors Self Evaluation Results

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. (ER 7)

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 (IV.C.11-01) (ER 7-05), 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 as part of the board's effort to support the BP governing ethical behavior, every board member is required to complete Chapter 700 ethics training (IV.C.11-02) (ER 7-06). This training is free of charge and provided online. Upon completion of the training, a certificate 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 (IV.C 11-03) (ER 7-07) (IV.C 11-04) (ER 7-08), 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 (IV.C.11-05) (ER 7-09). 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 board 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 clear 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 these 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

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IV.C.11-01: BP 110, Code of Ethics – Standards of Practice (ER 7-05)
IV.C.11-02: AB 1234, Chapter 700, Stats. of 2005 (ER 7-06)
IV.C.11-03: BP 154, Conflict of Interest (ER 7-07)
IV.C.11-04: AR 154, Conflict of Interest (ER 7-08)
IV.C.11-05: AR 154, SOCCCD BOT Member Conflict of Interest Form (ER 7-09)
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IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Per BP, the major foci of the SOCCCD BOT is to ensure the quality of the educational offerings the District proffers to its community and to guarantee the fiscal viability of this educational product. As delineated in SOCCCD BP 112, Duties and Responsibilities of the Board of Trustees (IV.C.12-01), the SOCCCD BOT oversees an organizational structure whose sole purpose is to safeguard the SOCCCD BOT's mission. To this end, the SOCCCD BOT delegates full responsibility and authority both to the SOCCCD CEO and to the

Saddleback College CEO to implement and to administer BPs and ARs and holds both CEOs accountable for the operation of the SOCCCD and Saddleback College respectively.

Per BP 2100, Delegation of Authority to the Chancellor (IV.C.12-02), the SOCCCD chancellor is "the Chief Executive Officer of the District and supervises the college presidents, vice chancellors, associate vice chancellor, and the staff and operation of District Services." To this end, the Chancellor "is responsible for the implementation of [...] Board Policies and [Administrative] Regulations, and provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges." As such, the SOCCCD BOT, while having the ultimate responsibility for the self-preservation of the District, delegates full responsibility and authority to the district chancellor to administer the District without interference (i.e., to implement and to administer BPs and ARs without board interference), yet at the same time holds the SOCCCD chancellor accountable for the operation of the SOCCCD.

Per BP 2101, Delegation of Authority to the College President (IV.C.12-03), the SOCCCD chancellor is responsible for "hiring and evaluating the college presidents." BP-2101 further explains that the District Chancellor "delegates full responsibility and authority to the presidents [of each college] to administer the colleges without interference, and holds the presidents accountable for the operation of the colleges." Thus the Saddleback college president is the CEO of Saddleback College and as such the Saddleback college president's administrative organization is the established authority on campus, and the Saddleback college president reports to, assists, supports, and is accountable to the SOCCCD chancellor, the Saddleback college president has full authority and responsibility to implement and to administer BPs and ARs without board interference.

Analysis and Evaluation

The SOCCCD and its BOT and chancellor as well as Saddleback College and its president meet the standard.

Evidence

IV.C.12-01: Board Policies and Administrative Regulations 2000 Series, Administration

IV.C.12-02: BP 2100, Delegation of Authority to the Chancellor

IV.C.12-03: BP 2101, Delegation of Authority to the College President

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve

and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

A major ingredient included in any successful organization is an open avenue of communication among all the organization's components. Such is the case with the SOCCCD and its umbrella colleges, Saddleback College and Irvine Valley College. With regard to Saddleback College, the SOCCCD BOT is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status on a number of levels and in a variety of ways. Collaboratively, the SOCCCD BOT supports Saddleback College's efforts to improve and to excel through policy. And finally, the SOCCCD BOT participates in the evaluation of governing board roles and actively participates in the accreditation process—again, on a number of levels and in a variety of ways.

The BOT is kept apprised of the expectations and process through regular updates by College and District administration in public meetings. District Services administrators participate on the College Accreditation Steering Committee and keep the chancellor updated on progress.

The BOT maintains a consistent focus on accreditation. Board members are made aware of ACCJC standards, Commission policies, and Eligibility Requirements through various means of communication, trainings, and presentations. When the College communicates with the Commission regarding the College's accreditation status, the BOT is informed. The college educates the board throughout the year on its accreditation processes. Before, during, and after its preparation of the self-study report, the College maintains communication with the board about accreditation-related matters. By providing various drafts of its self-study for review and feedback, the College keeps the board well informed of the College's accreditation processes.

Analysis and Evaluation

The BOT is actively involved with accreditation and remains informed about ACCJC's Eligibility Requirements, Accreditation Standards, Commission policies and processes. The BOT supports the efforts of both colleges to improve and excel through engagement in processes related to the college's accreditation efforts.

IV.D: Multi-College Districts or Systems

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 (IV.D.1-01), and BP 2101, Delegation of Authority to the College President (IV.D.1-02). 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 (IV.D.1-03) and the District-wide Function Map (IV.D.1-04)—both of which were developed through the DWPC, a participatory governance council with membership from all constituent groups within the District.

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 PD 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 functions. For example, in the *Chancellor's Perspective* from June 18, 2015, entitled "Roles and Responsibilities," the chancellor reviews the roles of the board, chancellor, and college presidents (IV.D.1-05). In it, he delineates 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, BPs 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 BP 2100, Delegation of Authority to the Chancellor (IV.D.1-01).

The College Presidents

The president is the CEO of the college and is the established authority on campus. The president is responsible for implementing a participatory governance process and supporting learning, teaching and student success. The president provides leadership for developing and implementing strategic partnerships and educational programs and services 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 authorizations, planning, and maintenance or improvement of facilities. More information can be found in BP 2101, Delegation of Authority to College President (IV.D.1-02).

Saddleback College, Irvine Valley College, and District leadership have engaged in ongoing work to address situations in which roles, authority, and responsibilities between the colleges and the District have been unclear. This Districtwide effort identified specific barriers that needed to be addressed by District and the colleges in order to develop a more effective operational relationship. For example, to address Barrier #1, which was related to unhealthy competition, a task force made recommendations in 2013 to coordinate strategic planning

through the adoption of Districtwide strategic goals and through additional work to improve collegiality (IV.D.1-06). The colleges and the District addressed these recommendations by agreeing to adopt Districtwide goals in the 2014-2020 Strategic Plan, and both colleges adopted these same goals at the college level (IV.D.1-07; IV.D.1-08). Work to improve collegiality has included the development and implementation of conflict resolution processes (IV.D.1-09).

In addition to the barriers work described above, the colleges and the District have engaged in ongoing collaborative dialogue to improve understanding of key issues. Issues were identified in key areas (e.g., human resources, technology resources) and Higher Understanding Gatherings were formed to address each of these key areas (IV.D.1-10). The colleges and the District have also engaged in work to clarify issues related to the geographical areas to be served by each college (IV.D.1-11). In an effort to encourage continued dialogue and satisfactory resolution, the Academic Senate passed a resolution in April 2016 (IV.D.1-12) that recommended that the service area boundaries be reviewed for the benefit of both colleges.

Analysis and Evaluation

In accordance with BP 2100, Delineation of Authority of the Chancellor (IV.D.1-01), 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. Numerous steps have been taken to better delineate roles and responsibilities between the District and the colleges, and work to address barriers in communication is ongoing.

Evidence

IV.D.1-01: BP 2100, Delegation of Authority to the Chancellor

IV.D.1-02: BP 2101, Delegation of Authority to the College President

IV.D.1-03: District-Wide Planning and Decision-Making Manual

IV.D.1-04: District-Wide Function Map

IV.D.1-05: Chancellor's Perspective

IV.D.1-06: Barrier #1 – Unhealthy Competition Within and Between IVC, Saddleback,

and the District

IV.D.1-07: Districtwide Strategic Planning Goals

IV.D.1-08: Saddleback College Strategic Plan

IV.D.1-09: Conflict Resolution Process

IV.D.1-10: Higher Understanding Gathering for Information Technology

IV.D.1-11: Board Presentation Regarding Service Areas

IV.D.1-12: 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 a number of BPs, there is a clear delineation between the functions and responsibilities of District Services and those of the colleges. These policies include:

- BP 112, Duties and Responsibilities of the Board of Trustees (IV.D.2-01)
- BP 2100, Delegation of Authority to the Chancellor (IV.D.2-02)
- BP 2100.1, Delegation of Authority to the Academic Senate (IV.D.2-03)
- BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.D.2-04)
- BP 2101, Delegation of Authority to the College President (IV.D.2-05)
- BP 3001, Delegation of Authority (IV.D.2-06)
- BP 4309, Duties and Responsibilities of the Faculty (IV.D.2-07)
- BP 4056, Classified Employees Participation in Decision Making (IV.D.2-08)
- BP 5627, Student Participation in Governance (IV.D.2-09)

These policies are communicated by the chancellor is a variety of ways, including through the posting of BPs to the District website.

The colleges and the District have engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The District formed the DWPC, which created a Function Map in 2012. This Function Map was recently updated in 2016 along with an agreement to develop a new Function Map organized by function rather than by Accreditation Standard (IV.D.2-10; IV.D.2-11).

District Services also recognized the need to assess the effectiveness of each District Services department. As such, each District Services department now conducts AURs with goals, action steps, and documented outcomes (IV.D.2-12).

Through ongoing collaboration, the College leadership began having joint leadership meetings with District human resources, facilities, and, less frequently, with IT. A joint agenda is developed and the District unit leadership collaborates with PET to work through issues. These meetings have led to greater understanding of the constraints of both teams and more successful outcomes.

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 (IV.D-13). 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
- 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

- 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, My Academic Plan, 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 both colleges to prepare the tentative and final District budgets, and to provide support and expertise to DRAC. The vice chancellor's office also provides oversight for 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 PD Week each semester; and coordination of Districtwide committee meetings, including the Chancellor's Executive Team and the Chancellor's Council. Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations.

The services provided to the colleges by District Services are evaluated through discussions in, and surveys for, the participatory governance committees. For example, the District's resource allocation process is evaluated by several committees, including CIC, BAARC, and DRAC. Evaluation of services is also done through a biannual Districtwide climate survey.

To address Barrier #4, related to mutual understanding and acceptance of college and District Services roles (IV.D.2-14), District Services conducted a series of "road shows" to present information to employees about the role and function of various key District Services functions (IV.D.2-15) 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.

Analysis and Evaluation

The overall operational responsibilities and functions of the District and colleges are broadly understood, and according to the 2014 Climate Survey, a majority of respondents indicated they were satisfied with Saddleback College's working environment and with the environment Districtwide. The survey found that respondents agreed that administrators needed to have a better understanding of the roles of the colleges and District Services. Furthermore, the colleges and District need to honor the defined policies, procedures and protocols Districtwide. The colleges and the District are engaged in ongoing work to further clarify the delineation of responsibilities.

Evidence

IV.D.2-01: BP 112, Duties and Responsibilities of the Board of Trustees

IV.D.2-02: BP 2100, Delegation of Authority to the Chancellor

IV.D.2-03: BP 2100.1, Delegation of Authority to the Academic Senate

IV.D.2-04: BP 2100.2, Role and Scope of Authority of the Academic Senates

IV.D.2-05: BP 2101, Delegation of Authority to the College President

IV.D.2-06: BP 3001, Delegation of Authority

IV.D.2-07: BP 4309, Duties and Responsibilities of the Faculty

IV.D.2-08: BP 4056, Classified Employees Participation in Decision Making

IV.D.2-09: BP 5627, Student Participation in Governance

IV.D.2-10: DWPC Composition and Charge

IV.D.2-11: District Function Map

IV.D.2-12: District AURs

IV.D.2-13: Chancellor's Perspective

IV.D.2-14: Barrier #4

IV.D.2-15: District Services "Road Tour" SharePoint Site

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 (IV.D.3-01); BP 3101, Budget Management (IV.D.3-02); BP 3101.5, Fiscal Management (IV.D.3-03); and the Budget Development Guidelines (IV.D.3-04) 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.

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; these reports include the presentation of monthly financial status reports, monthly basic aid reports, and adopted annual budgets (IV.D.3-04). 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.

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 College 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 the District have lacked transparency and adherence to established policies, procedures, and protocols. This concern has been expressed to District leadership (IV.D.3-05). 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. 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 (IV.D.3-06).

Evidence

IV.D.3-01: BP 3100, Budget Preparation IV.D.3-02: BP 3101, Budget Management IV.D.3-03: BP 3101.5, Fiscal Management IV.D.3-04: Budget Development Guidelines

IV.D.3-05: Barrier #3, Circumvention and Lack of Established Policies, Procedures,

and Protocols

<u>IV.D.3-06</u>: Barrier #4, Lack of Districtwide 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 (IV.D.4-01).

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 (IV.D.4-02). 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 District-wide 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 BPs 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.4-01: BP 2100, Delegation of Authority to the Chancellor

IV.D.4-02: BP 2101, Delegation of Authority to the College President

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 (IV.D.5-01).

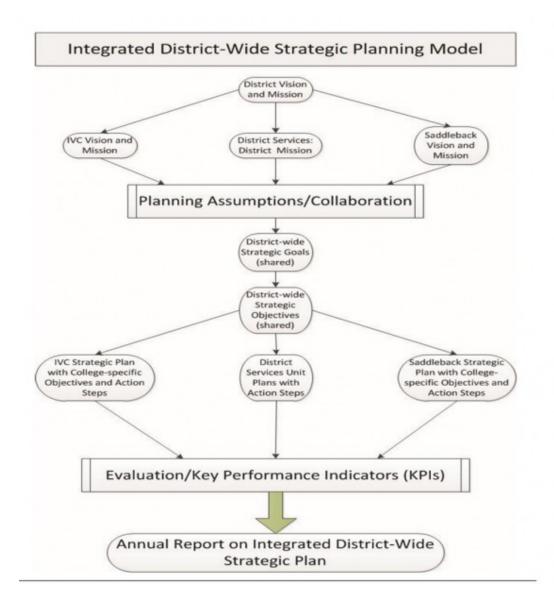
The DWPC is the primary body that led the creation of the SOCCCD District-wide Strategic Plan 2014-2020. The plan included shared goals, objectives, and key performance indicators (KPIs)—all of which were developed over a two-year period that included over 100 hours of meetings, review, and discussion 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. During the evaluation of KPIs on the Districtwide Strategic Plan, the colleges and District recognized a need to formalize a committee called the District-wide Integrated Planning Committee (IV.D.5-02). This committee focuses on assessing KPIs and having consensus about integrating KPIs as well as eventually converging tools of measurement where indicators have not yet been established. In addition, this committee served as a forum to discuss approaches to the Districtwide key objectives in terms of the construction of measurements that may occur independently at both colleges and to come to a consensus about a single method of measurement. Since then, the DWPC held its annual retreat (IV.D.5-03) and the College presented its update to the District on its Strategic Plan (IV.D.5-03). OPRA used these presentations to discuss outcomes and measurements to indicate achievement of goals and how outcomes, particularly around student success and institutional effectiveness, might be elevated to a higher level of quality.

The College participates in an integrated planning model as part of SOCCCD's Districtwide integrated planning. There are four cornerstones of the integrated strategic planning effort Districtwide: common planning cycles; coordinated terminology, goals, objectives, and key performance indicators; flexibility; and collective and collaborative dialogue.

The College has adopted the Districtwide planning framework presented below and has integrated and aligned its College planning and decision-making processes with the collective effort of the District.

At SOCCCD, Districtwide integrated planning has achieved the following planning outcomes: shared goals, objectives and KPIs for strategic planning; Districtwide budget priorities; and major planning coordination efforts (EFMP, the Districtwide Technology Plan).

The flow chart below illustrates the integrated Districtwide strategic planning model.



The College's annual report provided a temperature check on the College's progress and success with its Strategic Plan (IV.D.5-04). It also served as a way for the College to broadly communicate the results of its assessment and evaluation activities. These processes and activities are reflected on the Integrated Planning microsite of the OPRA website (IV.D.5-05).

Analysis and Evaluation

The College participates in a Districtwide process that supports integrated planning that is aimed toward student achievement outcomes and institutional effectiveness. Both colleges and the District are working toward the elevation of measurements, fulfillment of indicators, and convergence of measurement tools to promote and better understand student success.

Ample processes and structures are well documented and in place to support Districtwide integrated planning.

Evidence

IV.D.5-01: DWPC Composition and Charge IV.D.5-02: DWIPC Composition and Charge

IV.D.5-03: Districtwide Planning Strategic Plan Retreat Update (District SharePoint)

<u>IV.D.5-04</u>: Saddleback Strategic Plan Update to DWPC PPT (OPRA site) IV.D.5-05: Snapshot of Saddleback OPRA Integrated Planning Microsite

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 in order 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 (IV.D.6-01). 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.

The 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 (IV.D.6-02).

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 (IV.D.6-02).

Analysis and Evaluation

Processes and structures are in place to address communication between colleges and the District regarding effective operations of the colleges.

Evidence

IV.D.6-01: Board Meeting Highlights

IV.D.6-02: District-wide Planning and Decision Making Manual 2015-2020

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 (IV.D.7-01), 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 (IV.D.7-02).

The SOCCCD District-wide Function Map was recently updated with the new ACCJC Standards and the assignment of responsibilities. The last Function Map was created with the previous standards from 2010.

In addition to the timeline outlined in the District-wide 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 in these evaluations:

- Annual SOCCCD BOT's Self-Evaluation and Workshop (<u>IV.D.7-03</u>)
- District Services Administrative Unit Review (IV.D.7-04)

Analysis and Evaluation

The District/system participates in discussions of college role delineations, governance and decision-making processes. The district/system broadly communicates the results of these evaluations.

Evidence

IV.D.7-01: Chancellor's Office, Chancellor's Perspective Newsletters

IV.D.7-02: District-wide Planning and Decision Making Manual 2015-2020

IV.D.7-03: Annual SOCCCD Board of Trustees' Self-Evaluation and Workshop

IV.D.7-04: District Services Administrative Unit Reviews

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	I.A.2	I.B.4	I.B.9		
metrics for institutional	I.A.3	I.B.5	I.C.2		
effectiveness	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 (ISS), 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 ISS 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, this dialogue should continuously link back to goals for state or federal mandates as well as align 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 CCCCO Scorecard or by ISS.

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 Collegewide changes are enacted and align with appropriate success and achievement metrics. When these goals are richly documented in terms of their rationale, context, and history, the institution makes 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 in allocating resources and creating action steps that 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 current 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 ISS 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 ISS; 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 prioritized the need for data integration into planning to the level of requiring 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 five broad areas:

- Reflection and Assessment of Program Standards: OPRA will create a first-pass for calculating program-level ISS 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.
- 2. Tool Creation: OPRA will create innovative data visualizations that can profile cohorts of students across a broad array of indicators on the Scorecard and ISS. 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 ISS can be viewed at a department or program level that is relevant to the viewer.
- 3. 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.
- 4. 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.
- 5. Date-Informed Planning: Management, faculty, and staff will be encouraged and supported to use the dashboards and to reference the dashboards 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- level standards into program review template/process	February 2017	August 2017	OPRA, EPA, Deans, Department Chairs	TracDat, Survey data, SIS	Proof of integrated program-level standards in program reviews
Hire a consultant for vetting the design and content of dashboards to promote meaningful goalsetting.	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 developmen t 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	January 2018	March 2018	OPRA, Planning and Budget	Participation from PBSC	Document dialogue connections

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
objectives to IEPI goals and ISS.	Date	Date	Steering Committee (PBSC)		between the College Strategic Plan, Scorecard metrics, and ISS
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 approval	Success metrics integrated into College Strategic Plan
Reflect on existing success metrics from dashboards and dialogue about process for setting new goals.	December 2018	March 2019	OPRA, Division Deans, Department Chairs, Managemen t	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	June 2019	July 2019	PBSC, Consultation Council,	TracDat system for resource	Success metrics integrated

Action Steps	Implementation	Completion	Responsible	Resources	Assessment
	Date	Date	Parties		
into resource			College	allocation	into
allocation process.			Resource	process	resource
			Committee,		allocation
			President		prioritizatio
					n 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 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, combined with College-level events, such as the evaluation of the learning management system, 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.
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.

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
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.
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.

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
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

Changes and Plans Arising from the Self-Evaluation Process

Chan	ges and Plans Arising fi	rom the Self-Evalu	uation Process	;
Change, Improvement,				Anticipated
Innovation	Standard	College Leads	Timeline	Outcome
				Increased focus on
The addition of a Dean of				online education
Online Education and	I A I OPE	D OELD	E 11 201 6	outcomes in relation
Learning Resources	I.A.I, QFE	Dean OELR	Fall 2016	to College mission
				Formalized planning and integration with
Development of a formal				resource allocation
plan for online education	I.A.I, QFE	Dean OELR	Spring 2017	process
F			- F8	Updated and
				expanded
				environmental scan
New cycle of Districtwide		OPRA, District		to ensure mission
strategic planning process	I.A.I	Research	Fall 2018	alignment
	I.A.2 , I.A.3, I.B.1,			
	I.B.3, I.B.4,I.B.5, I.B.6,			Increased
Linkage of more success	I.B.8,I.B.9,I.C.2,IV.A.1,		G.	quantitative
metrics into College	QFE	PBSC, OPRA	Summer 2019	indicators for
Strategic Plan		rbsc, orka	2019	Use of goals or
	I.A.2 , I.A.3,I.B.1,I.B.3,			targets for program-
Addition of Collegewide	I.B.4,I.B.5, I.B.6,			level and
goal setting into College	I.B.8,I.B.9,I.C.2,IV.A.1, QFE		Summer	institutional
planning	QIL	PBSC, OPRA	2019	planning
	I.A.2 , I.A.3,I.B.1,I.B.3,			
Formalization of	I.B.4,I.B.5, I.B.6,			Formalization of
Collegewide metrics and	I.B.8,I.B.9,I.C.2,IV.A.1,		Summer	KPIs and goals for
goals into strategic planning	QFE	PBSC, OPRA	2019	strategic objectives
		,		Increased visibility
				in academic
				achievement by
Disaggregation of SLOs in			Summer	diverse student
TracDat-Ethnicity	I.B.2, QFE	EPA, OPRA	2019	populations
				Summary report
Disaggregation of SLOs in				documenting comparison of SLO's
TracDat-Instructional				by instructional
Method	I.B.2, QFE	EPA, OPRA	Fall 2019	method
	, , ,	,		Integrated ISS by
				program into
Expansion and				program review and
formalization of ISS by				Collegewide
academic program	I.B.3, QFE	EPA, OPRA	Fall 2017	planning

Chan	Changes and Plans Arising from the Self-Evaluation Process					
Change, Improvement,		~		Anticipated		
Innovation	Standard	College Leads	Timeline	Outcome		
Establish policies and		OEC, OLER,		Policies for online		
procedures related to online	ID COFF	Curriculum	g : 2017	curriculum and		
learning and student success	I.B.6, QFE	Committee	Spring 2017	processes		
Establish standard practice				Implement annual		
of reviewing committee				review system of		
purpose and charge	I.B.7	PBSC, AS	Winter 2016	formal committees		
Establish standard practice of reviewing committee purpose and charge	I.B.7	PBSC, AS, OPRA	Winter 2016	Develop a standard survey to examine perceptions of effectiveness of the committee by its members		
Procedures and guidelines				Consistent		
for presenting information				formatting and		
on division, department,		Marketing, Public		content of programs		
and program websites	101	Affairs, Deans,	E 11 2010	and departments on		
consistently	I.C.1	PET	Fall 2018	website		
College publication timeline, especially related to recurring or annual publication	I.C.1	Marketing, Public Affairs, Deans, PET	Fall 2018	Ensure clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations		
Protocols for authentication of students taking online courses	I.C.8, QFE	OLER, OEC	Spring 2017	Evolving authentication of students in online courses for academic integrity		
Generate an RFP and				Collegewide		
review of potential vendors				platform to house		
for ePortfolios to address	W A 1 W A 11	EDA OPPA	W 2015	data and assessment		
ISLOs	II.A.1, II.A.11	EPA, OPRA	Winter 2017	artifacts for ISLO's		
Professional training in online standards for faculty	II.A.2, QFE	Professional Development Committee, ITC, OEC, OLER	Spring 2017	Expansion of professional development related to best practices for online teaching and learning		
omine standards for faculty	11./1.2, Q1 L	JLC, OLLIN	5pm 2017	10ai iiiig		

Changes and Plans Arising from the Self-Evaluation Process

	a	~		Anticipated
Change, Improvement, Innovation	Standard	College Leads	Timeline	Outcome
				Systematized tools to
				assess PSLO's for
Roll-out plan to institutionalize			Spring	programs that utilize
ePortfolios	II.A.3, QFE	EPA, OPRA	2017	portfolio assessment
				Improve outcomes in
Contextualized learning, accelerated				college progression
learning models, reconfigured placement		BSI, OPRA,	Spring	for students starting a
testing/assessment	II.A.4	SSSP, Deans	2016	pre-college levels
		District HR,		
		College		Regular evaluation of
Implementation of a reminder system for		Administration,		managers,
annual review of administrators, faculty,		Management,	Winter	administrators and
and classified staff	III.A.5	Deans	2017	staff
				Improved
				communication,
				training, and planning
Address barriers to communication in	IV.D.1,	District		related to Districtwide
regards to planning, processes, and	IV.D.2,	Chancellor,		processes and
procedures	IV.D.3	College President	Fall 2019	resource allocation
				Improvement and
				refinement of KPI's,
				consensus on
				measurement for
Additional tools to measure Districtwide				KPI's where there are
KPI's, consensus on methods of				currently gaps or lack
measurement	IV.D.5	DWIPC, OPRA	Fall 2019	of data

Glossary of Acronyms and Abbreviations

AB Assembly Bill

AMMS Advanced Maintenance Management System

AR Administrative Regulation
ASG Associated Student Government

ASSIST Articulation System Stimulating Interinstitutional Student Transfer

AUOs Administrative Unit Outcomes AUR Administrative Unit Review

AVID Advancement via Individual Determination

AVIPIE Assistant Vice President of Institutional Effectiveness

BAARC Basic Aid Allocation Recommendation Committee

BOT Board of Trustees
BP Board Policy

BPARAC Board Policy and Administrative Regulation Advisory Council

BRN Board of Registered Nursing

BSI Basic Skills Initiative

CAI Common Assessment Initiative

CalWORKs California Work Opportunity and Responsibility to Kids

CARE Cooperative Agencies Resources for Education

CC Consultation Council

CCCCO California Community Colleges Chancellor's Office

CCLC Community College League of California

CIC Capital Improvement Committee
 COPS Certificates of Participation
 COR Course Outline of Record
 CRC College Resource Committee

CSEA California School Employees Association

CTE Career Technical Education

DE Distance Education

DRAC District Resource Allocation CouncilDSPS Disabled Students Programs and Services

DWPC District-wide Planning Council

EFMP Equal Employment Opportunity
EFMP Education and Facilities Master Plan

EI Emeritus Institute

EOPS Extended Opportunity Programs and Services
EPA Educational Planning and Assessment Committee

ERP Enterprise Resource Planning

EWD Economic and Workforce Development

FCSS Faculty Center for Student Success
FMO Facilities, Maintenance and Operations

FTES Full-Time Equivalent Students

GASB Government and Accounting Standards Board

GTS Great Teachers Seminar

HEERA Higher Education Employment Relations Act

HIT Health Information Technology

IEAR Institutional Effectiveness Annual Report

IEPI Institutional Effectiveness Partnership Initiative

ISS Institution-set Standards

ITL Institute for Teaching and Learning

LAOCRC Los Angeles and Orange County Regional Consortium

LMS Learning Management System LRC Learning Resource Center

MAP My Academic Plan

MDF Main Distribution Frame

MIS Management Information Systems

MOEMethods of EvaluationMTManagement Team

OEC Online Education Committee
OEI Online Education Initiative
OPEB Other Post-Employment Benefits

OPRA Office of Planning, Research and Accreditation

PBSC Planning and Budget Steering Committee
PCAH Program and Course Approval Handbook

PET President's Executive Team
POA Police Officers' Association

PR Program Review

SARS Student Appointment Registration System

SEP Student Equity Plan

SIS Student Information System SLOs Student Learning Outcomes

SSCC Student Success Coordinating Committee SSSP Student Success and Support Program

TAG Transfer Admission GuaranteeTPP Teacher Preparation PipelineTRC Tenure Review Committee

VETS Veterans Education and Transitions Services

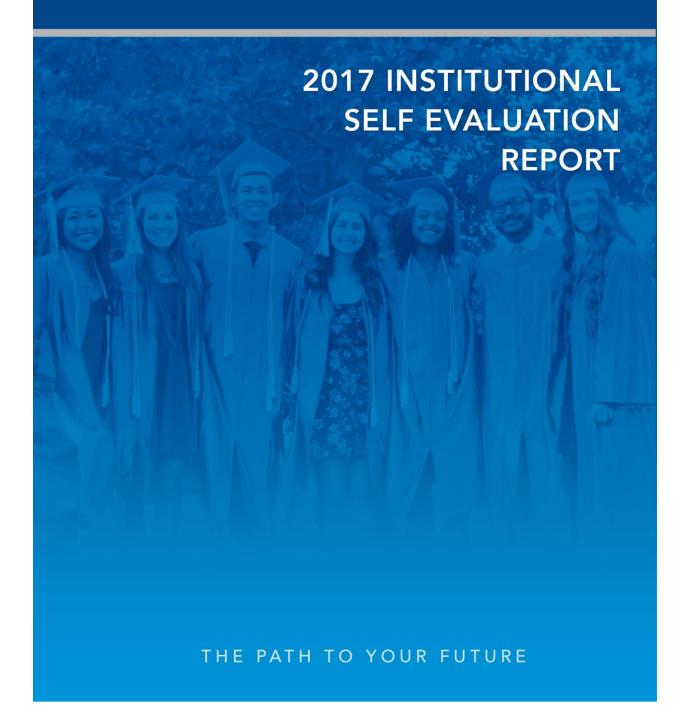
VLAN Virtual Local Area Network

VOIP Voice over IP

VPCAS Vice President for College Administrative Services

VPI Vice President for InstructionVPSS Vice President of Student Services







Certification

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

Signatures:

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.

Mr. Timothy Jemal President, SOCCCD Board of Trustees

Date

Delta State

Dr. Debra L. Fitzsinions Interim Chancellor, SOCCCD

Date

Dr. Glenn R. Roquemore President, Irvine Valley College

Dr. Christopher McDonald Interim Vice President for Instruction Accreditation Liaison Officer

Mala Shall

Dr. Katherine T. Schmeidler President, IVC Academic Senate

Date

Date

Accreditation Work Group Co-Chair

Certification 2



Dr. Craig Hayward

Director of Research, Planning & Accreditation
Accreditation Work Group Co-Chair

Ms. Karen Martin

President, IVC Classified Senate

Date

1 My 16

Date

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Date

Certification 3



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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, a status accorded 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, and number one in Orange County, for its four-year institution transfer rate. The College offers a full complement of programs, from programs in traditional liberal arts and sciences to programs in advanced technologies. IVC 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 student scholarships. The seven-member Board of Trustees of the South Orange County Community College District (SOCCCD), through the office of the chancellor governs Irvine Valley College, 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 of 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.

Introduction 8

Nearly 950,000 residents of district split evenly between the 2 service areas: 451,035 North and 497,503 in the south over 15,000 students Liberal Arts building 2017 2017 2016 Life Sciences Building completed 2010 Business Science and Innovation Center Completed Technology Performing Arts Center lege Library completed 1997 Child Development Center completed tudent Services Center 1993 Valley 1987 - 1988 8,400 students 1991 Irvine Valley College 5,000 students Irvine Valley College as the 105th California Community College Accredited as Evaluated by ACCJC Officially dedicated as October 22,1985 Multi-college Redefined as district rvine 1985 North Campus now Saddleback College North organization was established Single college, multi-campus 1983 "North Campus" sattelite site opened More than 2,600 students enrolled 90 percent Irvine alone grew from Service area experienced a 7,572 to 35,393 residents growth rate of almost 1970 - 1975 Community College District Saddleback College South Orange County approved by voters 1968 1967

Figure 1: Irvine Valley College Historical Timeline



Community and Student Demographics and Data

Data on Irvine Valley College's student and faculty populations indicate significant changes since 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 the surrounding communities. The College also serves international students and online students. According to the 2015 American Community Survey, the population of the IVC service area in 2015 was 530,232, which represents an increase of 12% from its population of 473,088 in 2010, and an increase of more than twice the rate of that for the state of California (5% during this same time period).

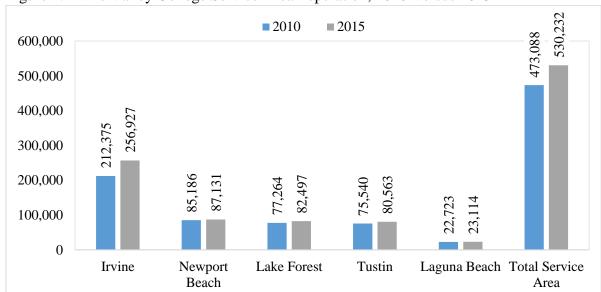


Figure 2: Irvine Valley College Service Area Population, 2010 Versus 2015

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 a bachelor's degree) and financially secure (\$110,000 is the median family income). The city of 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. Although these figures are lower than those for Irvine, these figures are still higher than the statewide figures (an average of 29% of adults in California earned at least a bachelor's degree, and \$70,000 is the median family income). Residents from Laguna Beach and Newport Beach tend to be older, earn higher median family incomes, have 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	% BA+
Irvine	34.0	50.8%	\$110,000	65.6%
Newport Beach	44.7	49.9%	\$154,000	64.5%
Lake Forest	38.2	50.6%	\$109,000	44.1%
Tustin	34.2	51.0%	\$77,000	38.8%
Laguna Beach	50.1	50.1%	\$139,000	64.3%

Source: 2015 American Community Survey



Top Occupations

Table 3 outlines the top ten occupations by number of Orange County jobs 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, despite a 2% decline over the five-year period. The occupations of bookkeeping, accounting, and auditing clerks (combined) are expected to remain the top occupational area through 2021. Of the top ten occupations in Orange County, nursing assistant is projected to have the greatest five-year change with a 17% increase, placing it as the third top occupation in the county.

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%
Total	91,793	96,535	4,742	5%

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA



Table 4 outlines the ten occupations with the greatest projected growth over the next five years. The number of 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	2021	2016 - 21	2016 - 21
Occupation	Jobs	Jobs	Change	% 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%
Total	16,576	19,279	2,703	16%

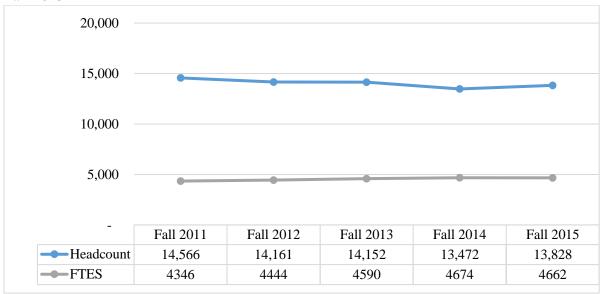
Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA



Enrollment Patterns

Headcount (unduplicated enrollment) has decreased by 5% from fall 2011 to fall 2015, as contrasted with an increase of 7% in full-time equivalent students (FTES) generated by 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





Full-Time/Part-Time Status

The unit status distribution of IVC students has changed substantially since fall 2011. The percent of full-time students has increased by six percentage points (from 37% to 43%). The percent of part-time students has remained steady over the years. The percent of students enrolled solely in not-for-credit courses (zero units) has decreased (from 9% to 4%).

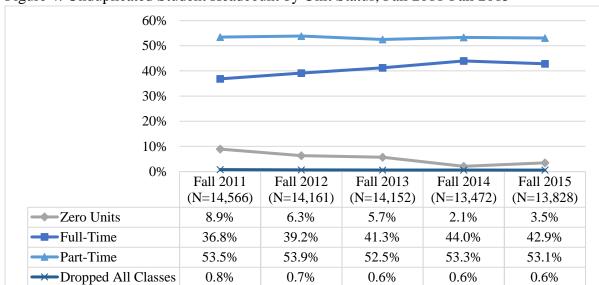


Figure 4: Unduplicated Student Headcount by Unit Status, Fall 2011-Fall 2015



Credit and Non-Credit Course Enrollment

As depicted in Figure 5, total enrollments have remained steady over the last five 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 (an average of 92%). Credit courses include degree-applicable and non-degree-applicable courses.

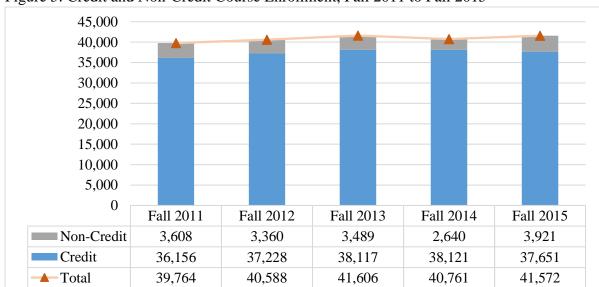


Figure 5: Credit and Non-Credit Course Enrollment, Fall 2011 to Fall 2015



Credit and Non-Credit FTES

Since fall 2011, FTES overall has gradually increased, reaching a five-year high of 4,669.34. FTES for both credit and non-credit sections has increased over the years, leaving the ratio of credit and non-credit FTES levels unchanged throughout the last five years.

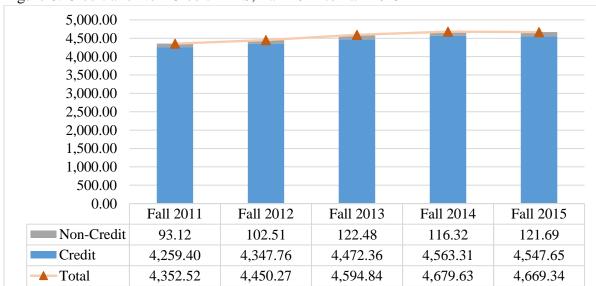


Figure 6: Credit and Non-Credit FTES, Fall 2011 to Fall 2015



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 CTE full-time equivalent students (FTES) decreased 14% over the five-year period.

10,000 1000.00 8,000 800.00 ENROLLMENT 6,000 600.00 FTES 4,000 400.00 2,000 200.00 0.00 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Enrollment Count 5,023 5,723 6,326 7,023 5,382 ——FTES 650.44 562.18 700.46 855.45 603.45

Figure 7: Career Technical Education Enrollment Counts and FTES, Fall 2011-Fall 2015



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.

4,000 3,493 3,500 3,062 3,029 3,062 2,938 3,000 2,500 2,000 1,500 1,000 500 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 **ESL** 1,092 1,050 1,029 1,435 1,417 **English** 444 517 534 537 510 Math 1,493 1,495 1,375 1,090 1,566 **▲** Total 3,029 3,062 2,938 3,062 3,493

Figure 8: Math, English, and ESL Basic Skills Enrollment Counts, Fall 2011-Fall 2015



Compared to fall 2011, despite the increase in basic skills enrollments, 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.

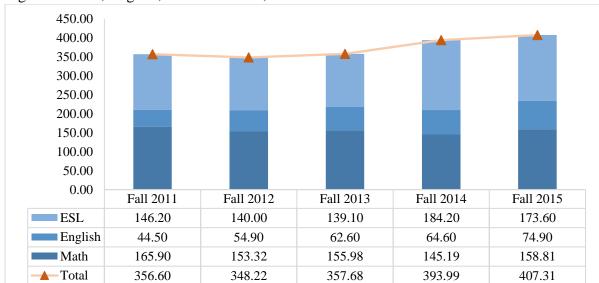


Figure 9: Math, English, and ESL FTES, Fall 2011-Fall 2015



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 now 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 2011-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%



Gender

In fall 2015, 51% of IVC students identified as female, 47% identified as male, and 3% declined to state their gender. Between fall 2011 and fall 2015, the percentage of students identifying as female decreased 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).

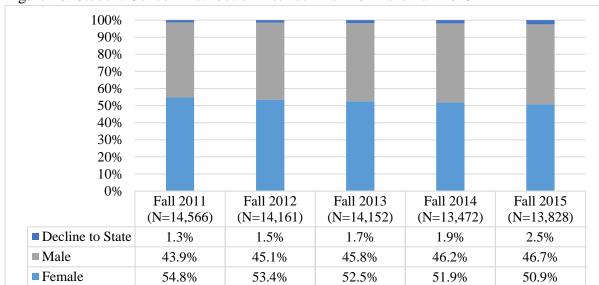


Figure 10: Student Gender Distribution Between Fall 2011 and Fall 2015



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 Islander, Native American/Alaskan Native, Middle Eastern, and other non-white students combined account for less than one percent of the IVC student body. 2% of students declined to state their ethnicity.

Between fall 2011 and fall 2015, large shifts have occurred in the ethnic composition of IVC. The percentage of white students has declined by four percentage points, while the combined percentage of mixed ethnicity and Hispanic/Latino students has increased 7%. In 2015, fewer students declined to state their ethnicity (only 2% compared to 6% in fall 2011), suggesting that IVC is more accurately assessing the complex ethnicities of an increasing proportion of students.

Given that mixed ethnicity students now comprise 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 comprised fewer 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 /	10.0%	11.3%	12.3%	13.2%	13.4%
Latino					
African	2.3%	2.2%	2.4%	2.2%	2.1%
American					
Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.2%
Native	0.2%	0.2%	0.2%	0.1%	0.1%
American					
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%



Socioeconomic Status

Figure 11 depicts the distribution of IVC students by socioeconomic status. "Economically disadvantaged" includes students who received a Board of Governors (BOG) fee waiver or were participants in the CalWORKs or EOPS programs. The significant increase in economically disadvantaged students is largely attributed to the increase in students receiving BOG fee waivers. Over the five-year period, BOG fee waiver recipients increased by 367% as a result of the College's increased efforts to inform and encourage students to take advantage of financial aid opportunities.

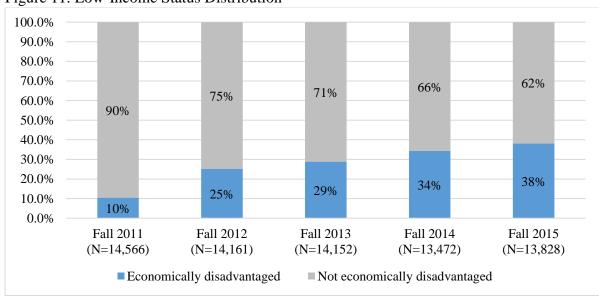


Figure 11. Low-Income Status Distribution



Enrollment Status

In fall 2015, the majority of IVC students enrolled during the previous term and continuing their educations at the College was 64%, a percentage similar to that of 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 of IVC students (approximately 3% throughout the five-year period).

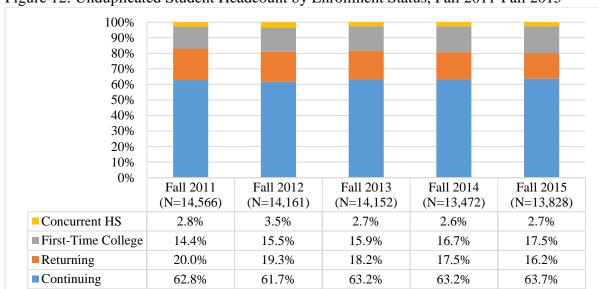


Figure 12: Unduplicated Student Headcount by Enrollment Status, Fall 2011-Fall 2015



Educational Goals

Between fall 2011 and fall 2015, significant changes occurred in the educational goals of students. The number of 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 who were undecided decreased by 13 points, a trend that aligns with the increased representation among students under the age of 24.

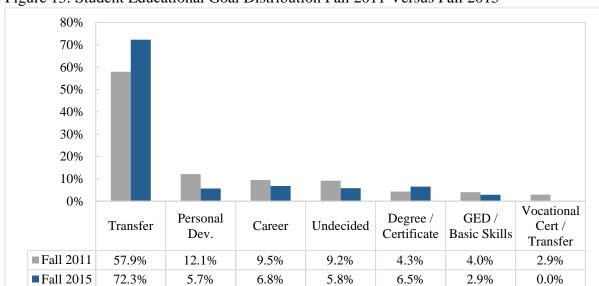


Figure 13: Student Educational Goal Distribution Fall 2011 Versus Fall 2015



Table 7: Student Educational Goal Distribution, Fall 2011-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 increased its number of permanent employees by 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%.

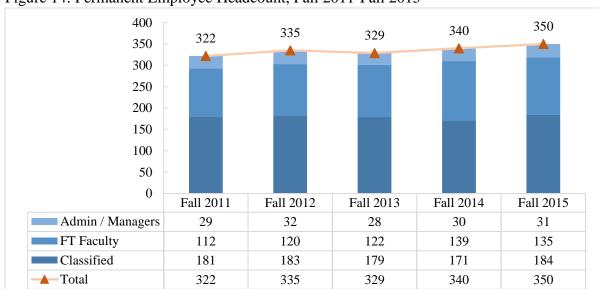


Figure 14: Permanent Employee Headcount, Fall 2011-Fall 2015



Full-time Faculty – Ethnicity

In fall 2015, the majority of full-time faculty at IVC were non-Hispanic white (63%), followed by Hispanic (13%) and Asian/Pacific Islander (13%), then multi-ethnicity (9%). African American and American Indian/Alaskan Native faculty are less fully represented (approximately 2%).

African American, American Multi-Ethnicity Indian/Alaskan 2% 9% Native 1% Asian/Pacific Islander 13% Hispanic Non-Hispanic 13% White 63%

Figure 15: Ethnicity of Full-Time Faculty, fall 2015 (N=135)



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 percentages, the most frequently represented ethnicities were Hispanic (26%) and Asian/Pacific Islander (15%). African American, American Indian/Alaskan Native, or those who declined to state an ethnicity each accounted for three percent (3%).

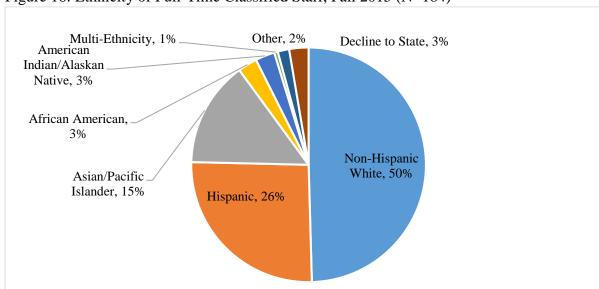


Figure 16: Ethnicity of Full-Time Classified Staff, Fall 2015 (N=184)



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%). In contrast to the other two employee groups, however, multi-ethnicity is the second largest ethnicity represented: 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. Those of African American ethnicity were least represented (3%).

African American
3.2%
Asian/Pacific
Islander
9.7%

Multi-Ethnicity
19.4%

Hispanic
16.1%

Figure 17: Ethnicity of Administrators and Managers, fall 2015 (N=31)



Off-Campus Sites and Distance Education

Off-Campus Sites

Advanced Technology and Education Park (ATEP)

The Advanced Technology and Education Park (ATEP) in Tustin is an off-campus site of the South Orange County Community College District. In addition to math, sciences, and general education and transfer courses, ATEP offers courses through Irvine Valley College in subjects such as optics, photonics, design model making and rapid prototyping, languages, information security, entrepreneurship, and business.

IVC began offering classes at ATEP in fall 2007. At the present time, the ATEP site 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 and workforce development, the ATEP Work Group, and the IVC Office of Instruction.

Early College Program

In 2007, IVC 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 Early College Program provides 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 upon their high school graduation.

Off-Campus Site and Center Information

Regular Instruction:

Advanced Technology Education Park (ATEP) 15445 Lansdowne Rd, Tustin, CA 92782

California State University, Fullerton—Irvine Campus 3 Banting, Irvine, CA 92618



Early College Pathways:

Beckman High School 3588 Bryan Ave, Irvine, CA 92602

El Toro High School 25255 Toledo Way, Lake Forest, CA 92630

GAP 4+1 Pathway:

California State University, Fullerton—Irvine Campus 3 Banting, Irvine, CA 92618

CCAP Partnerships (AB288):

Northwood High School 4515 Portola Pkwy, Irvine, CA 92620

Beckman High School 3588 Bryan Ave, Irvine, CA 92602

Dana Hills High School 33333 Golden Lantern, Dana Point, CA 92629

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, can be completed substantially through online courses offered by the College.

Table 8 outlines the number of online 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, or learning lab. "Online" 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, a two-percentage-point increase over 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

Source: SOCCCD inFORM Data Warehouse



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 four percentage points (4%), while course completion rates for Latinos have dropped four percentage points (4%). 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 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% to 4% 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. Finally, course completion rates for online courses have been about 10 percentage points (10%) lower than in person course completion rates 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%



	Fall	2013	Fall	2014	Fall	2015
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
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%
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%

Source: California Community College's Chancellor's Office Management Information Systems Data Mart

*Students who received services from CalWORKs, CARE or EOPS are considered as low-income.

^{** &}quot;Veterans" does 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 (5%), and in CTE courses by three percentage points (3%).

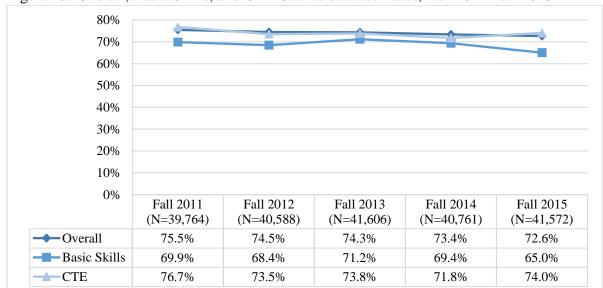


Figure 19: Overall, Basic Skills, and CTE Course Success Rates, Fall 2011-Fall 2015

Source: SOCCCD inFORM Data Warehouse



Course Success Rates by Enrollment Status

The course success rate for continuing students declined from 75% to 71% between fall 2011 and fall 2015. The rates for returning students and first-time college students both declined by four percentage points (4%). The rate for concurrent high school students remained steady (approximately 84%).

90% 85% 80% 75% 70% 65% 60% Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 (N=39,764)(N=40,588)(N=41,606)(N=40,761)(N=41,572)Continuing 74.6% 70.0% 71.0% 70.9% 70.8% ----Returning 69.5% 67.9% 67.6% 64.9% 65.9% First-Time College 73.8% 74.7% 74.3% 72.9% 70.1% Concurrent HS

85.4%

84.4%

84.9%

83.8%

Figure 20: Success Rates by Enrollment Status, Fall 2011 to Fall 2015

Source: SOCCCD inFORM Data Warehouse

84.0%



<u>Scorecard Completion Rate – Prepared Versus Unprepared</u>

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 (30%). Students who begin in transfer-level coursework are much more likely to transfer or complete a degree or certificate than are students who are assigned to basic skills coursework. This finding has become a driving force in strategic planning: 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.

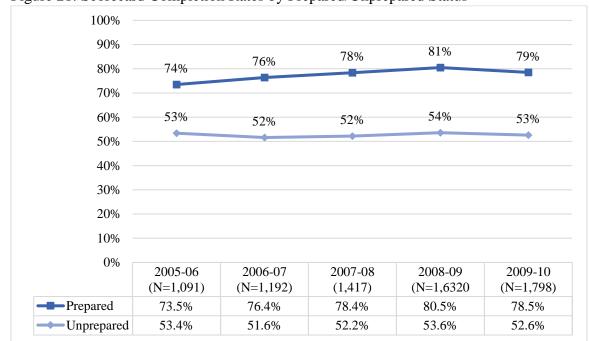


Figure 21: Scorecard Completion Rates by Prepared/Unprepared Status

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 careers 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%
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).

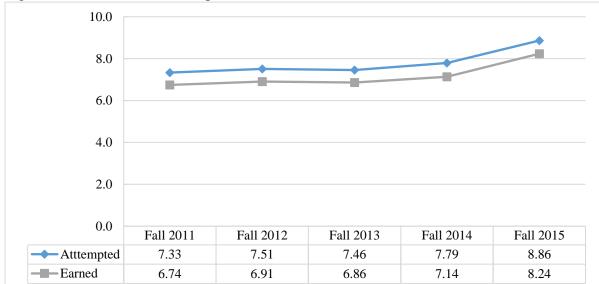


Figure 22: Overall Units Attempted and Units Earned, Fall 2011-Fall 2015

Source: SOCCCD inFORM Data Warehouse



College Preparedness

Figure 23 outlines the percentage of students who place into basic skills English, math, and English as a Second Language (ESL). Data provided reflect students who are first-time freshmen or are 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 (11%) each. ESL basic skills placements on the other hand, have increased by six percentage points (from 9% in fall 2011 to 15% in fall 2015).

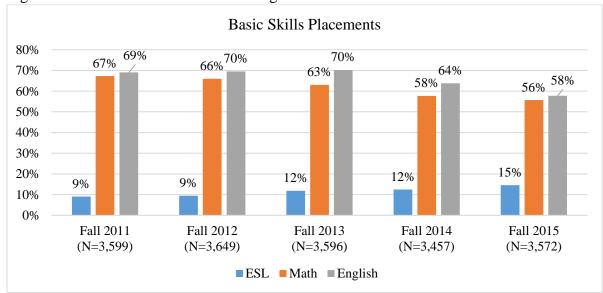


Figure 23: Basic Skills Placements among New Students

Source: SOCCCD inFORM Data Warehouse

The following three figures outline placements into English (Figure 24), math (Figure 25), and ESL (Figure 26) by ethnicity/race, focusing on first-time freshmen and students new to SOCCCD. 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, Asian and Pacific Islander students consistently placed the highest into remedial courses. During the three-year period, ESL basic skills placements increased for this ethnicity subgroup by three percentage points (3%), and for white students by four percentage points (4%). 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 rather than for progressing into mainstream English.

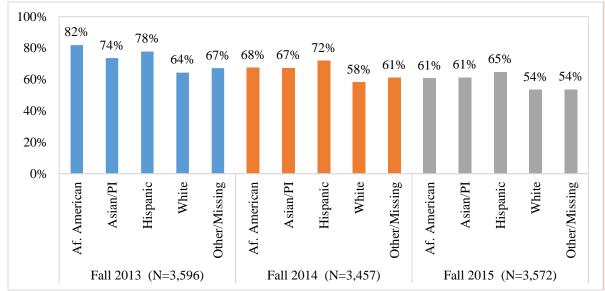


Figure 24: English Basic Skills Placements among New Students by Ethnicity/Race

Source: SOCCCD inFORM Data Warehouse

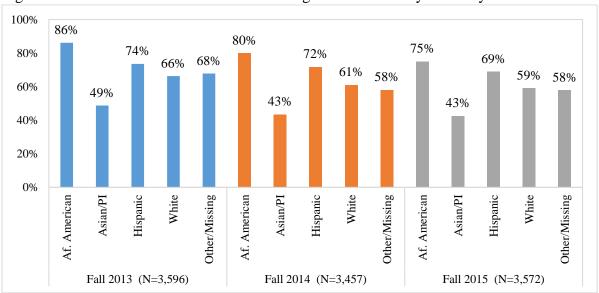


Figure 25: Math Basic Skills Placements among New Students by Ethnicity/Race

Source: SOCCCD inFORM Data Warehouse

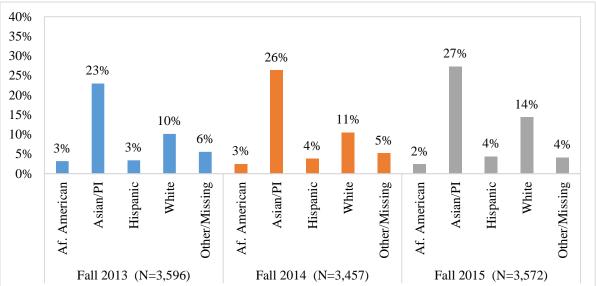


Figure 26: ESL Basic Skills Placements among New Students by Ethnicity/Race

Source: SOCCCD inFORM Data Warehouse



Progression to the Next Level

Figure 27 and Table 12 reflect the percentage of students placed into basic skills English who successfully completed transfer-level English. Data are disaggregated by ethnicity. At three levels below transfer-level English, no substantial differences exist in throughput rate among the ethnicity groups. At two levels below, the throughput rate for African Americans and Latinos was substantially lower than the 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 (50%) for white students compared to outcomes for three levels below.

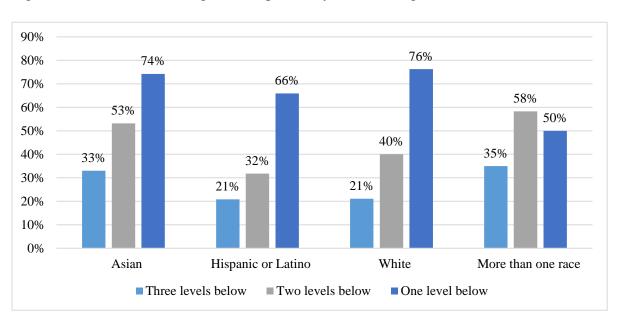


Figure 27: Transfer-Level English Completion by Level of English Basic Skills Placement

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 lev	els below	Two leve	els below	One lev	el 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%
White	71	21.1%	130	40.0%	80	76.3%
Overall	370	24.9%	474	40.9%	256	71.1%

Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Figure 28 and Table 13 display the percentage of students placed into basic skills math and successfully completing transfer-level math. At three levels below transfer-level math, the overall throughput rate was low (8%). Asian students had substantially higher throughput rates than other ethnicity groups (24%). At two levels below, the overall throughput rate was higher (at 14%), with Asian students again displaying higher throughput rates than other ethnicity groups (21%). Latino students had somewhat lower throughput rates than other ethnicity groups (10%). At one level below, similar trends are seen among the various ethnicity groups, but overall completion increases substantially (to 39%).

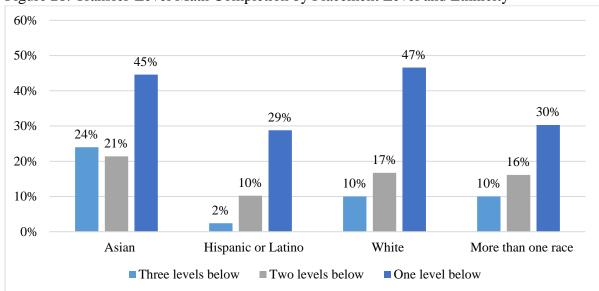


Figure 28: Transfer-Level Math Completion by Placement Level and Ethnicity

Source: 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

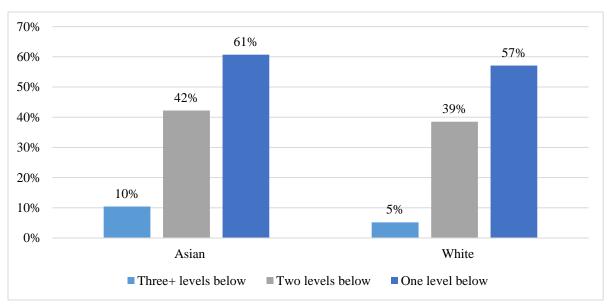
	Three lev	els below	Two leve	els below	One lev	el below
	Cohort count	Success rate	Cohort count	Success rate	Cohort count	Success rate
Black or African American	9	0.0%	13	0.0%	8	37.5%
American Indian / Alaska Native	1	0.0%	3	33.3%	0	NA
Asian	25	24.0%	70	21.4%	92	44.6%
Hispanic or Latino	82	2.4%	197	10.2%	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: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker



Figure 29 and Table 14 reflect the percentage of students placed into basic skills ESL and successfully completing transfer-level English. 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 transfer-level English, students complete transfer-level English at a rate of 62% when placed only one level below.

Figure 29: Transfer-Level English Completion by Level of ESL Basic Skills Placement



Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker



Table 14: Transfer-Level English Completion by Level of ESL Basic Skills Placement

		+ levels .ow	Two levels below		One level below	
	Cohort	Success	Cohort	Success	Cohort	Success
	count	rate	count	rate	count	rate
Black or African	4	0.0%	0	N/A	2	100.0%
American						
American Indian /	0	N/A	0	N/A	0	N/A
Alaska Native						
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	10	10.0%	2	0.0%	1	100.0%
Race						
Native Hawaiian /	0	N/A	0	N/A	0	N/A
Pacific Islander						
Some Other Race	7	0.0%	0	N/A	1	0.0%
White	155	5.2%	13	38.5%	14	57.1%
Overall	469	8.5%	67	35.8%	50	62.0%

Source: 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 also increased by 50% (from 2,025 in 2011-12 to 2,683 in 2015-16).

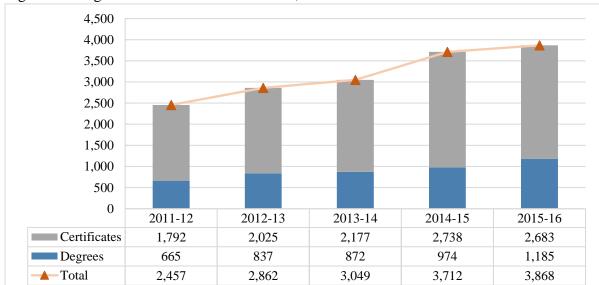


Figure 30: Degrees and Certificates Awarded, 2011-2012 to 2015-2016

Source: SOCCCD inFORM Data Warehouse



When comparing degrees and certificates awarded by type, Certificates of Achievement were awarded to the majority of students in 2015-16 (a 49% increase compared to 2011-12). Associate Degrees for Transfer also reflected substantial increases in degrees awarded during the five-year period, primarily owing to the novelty of these specific awards. In the context of other programs, Associate in Science degrees experienced the greatest increase (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

As depicted in Figure 31, a total of 589 students transferred from IVC to the University of California (UC) system 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 has increased by 34%.

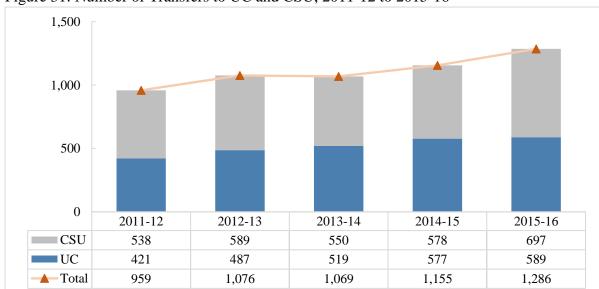


Figure 31: Number of Transfers to UC and CSU, 2011-12 to 2015-16

Source: SOCCCD inFORM Data Warehouse



Transfers to Other Institutions

Figure 32 outlines the number of students who transferred to a four-year institution other than a UC or CSU institution. Besides 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.

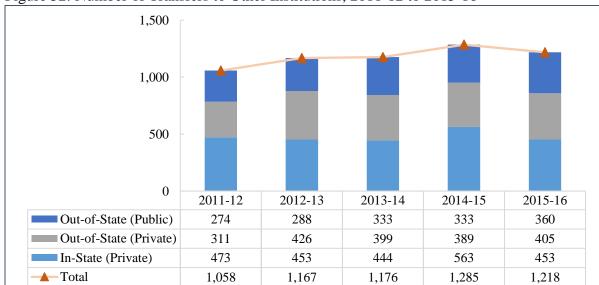


Figure 32: Number of Transfers to Other Institutions, 2011-12 to 2015-16

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. Through ISS, the College has established a methodology to propose standards at one standard deviation below the average. After extensive discussion based on their feasibility and rigor, proposed standards are reviewed and set. 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, a percentage that 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. As reported in Table 16, the number of students who earned a degree over the last 10 years has increased substantially (by 96%) and continues to increase based on the last three years of data. The number of students who earned certificates has remained steadier in comparison, with a three-year average of 109.

Transfer

Using data provided by National Student Clearinghouse, students are tracked after they leave IVC. The year of the first semester of attendance at a four-year institution is used to report the transfer year. With a statewide ranking of #2 in transfer rate, IVC focuses its efforts on transferring students to four-year universities. The number of students transferring to in-state public, in-state private, and out-of-state institutions has increased each year, reaching an all-time high of 2,434 in the most recent year. IVC continues to develop partnerships with local universities, such as the accounting program "GAP 4+1" with California State University, Fullerton. These ongoing efforts support a continued increase in transfers from IVC to four-year institutions.

Institution Set Standards 55

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	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	608	764	808	794	770
Certificates*** Awarded	101	73	07	106	118	121	105	101	86	127	109	100
Degrees / Certificates Awarded - Unduplicated	503	407	426	525	607	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,	iges vary by	y data elemo	ent. Average	es for cours	e, degree/co	ertificate, a	nd transfer	data are cal	culated bas	ed on the la	st 10, 3, and 2	years,

respectively.

***Only Chancellor's Office approved Certificates of Achievement are included in counts and the College's ISS.

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^{**}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.



Job Placement

Irvine Valley College uses the results of the Career Technical Education Outcomes Survey (CTEOS) to provide data on employment for its certificates and programs. The survey assesses whether the respondents are employed in the field for which they prepared at college. This information has become an important part of both the established Program Review process and 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 particularly valuable in that they are directly related to the experiences of the College's CTE 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	CIP Code	Inst. Set	Job Place	ment Rate
	Type		Standard	2012-13	2013-14
Accounting	AS	52.03	70%	70%	75%
Accounting	COA	52.03	70%	77%	79%
Computerized	COP	52.03	70%	91%	89%
Accounting					
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

Institution Set Standards 57



Integrated Postsecondary Education Data System (IPEDS) Data Analysis

Irvine Valley College evaluates 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 regularly complete IPEDS data surveys. As part of the strategic planning process, the College and the District review a number of completion metrics, including IPEDS 150% and 200% completion metrics (N.1.0). Ultimately, a decision was made to use the Chancellor's Office Scorecard completion metric in the District Wide Strategic Plan because it includes transfer as an outcome, whereas the IPEDS graduation rate includes only certificates and degrees (transfer being captured in another number). A second drawback of the IPEDS is that the IPEDS graduate rate calculates only 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 for the Scorecard definition is longer, so it better fits the typical trajectory of part-time students (where many completions are seen in the fourth, fifth and sixth year after initial entry). Moreover, by focusing on the scorecard metric (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				
Unduplica	ated counts						
All completers	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 degrees	743	798	932				
Duplicat	ed counts						
Less than 1-year certificates	211	323	328				
At least 1 but less than 4-year certificates	976	1,080	1,078				
Associate degrees	818	973	1,170				
Rates							
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%				

Source: The Integrated Postsecondary Education Data System



Given the limitations above, IPEDS data provides a useful perspective. For instance, IPEDS data indicate 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 Pell Grants	12%	14%	16%
Number of students with Pell Grants	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%

As it is derived from MIS submissions and survey responses prepared by the Research Office, IPEDS data is congruent with other college-derived reports and with Scorecard data. Differences in rates and numbers usually reflect different definitions and/or timeframes. 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 concert with two ongoing work groups: The Strategic Plan Oversight Work Group (SPOWG) and the Accreditation Oversight Work Group (AOWG), work groups responsible for integration and reconciliation of planning recommendations forwarded from the strategic planning committees.

Preparation for the self-evaluation process began in fall 2014 when AOWG proposed standard and substandard work group membership, comprised of leadership broadly representing the campus. The Academic Senate approved and SPAC adopted the proposal. In the interim, 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 work groups with editing, proofreading, consistency, and, if needed, writing the standard drafts.

Since 2014, the College representatives have attended accreditation institutes and workshops to facilitate a deeper understanding of the roles peer review and self-evaluation play in the accreditation process. Several members of the college community have served on accreditation evaluation teams, and shared their insights into the accrediting process.

During fall Professional Development Week in August 2015, AOWG presented an accreditation timeline (N.1.1) and held an Accreditation Think Tank. At 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 work group that took place during fall 2015 and spring 2016.

To assist the work groups, 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 Professional Development Week called for the work groups to produce outline templates and a first draft of the narrative during fall 2015. In spring 2016, the work groups finalized their narratives. Summer 2016 was devoted to checking evidence and editing the self-evaluation. A college wide review and work archiving the evidence was 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 and was 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. It 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 inclusive 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 work groups had faculty co-chairs appointed by the Academic Senate. Most faculty co-chairs have served 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, College Administrative Services	Davit Khachatryan
All Deans	All Deans (8)
Vice President, Academic Senate	Bob Urell
Academic Senate	Stephen Felder
Academic Senate	Tiffany Tran



STRATEGIC PLANNING AND ACCREDITATION COUNCIL	MEMBERS
Classified Senate	Karen Martin
Director, Facilities and Maintenance	Jeff Hurlbut
Director, Research, Planning and Accreditation	Craig Hayward
Chief of Police	Will Glen
Executive Director, Foundation	Elissa Oransky
Executive Director, Marketing and Creative Services	Diane Oaks
Director, Technology Services	Bruce Hagan

Table 2: AOWG Membership

Table 2. 710 WG Wellbership	
ACCREDITATION OVERSIGHT WORK GROUP	MEMBERS
(AOWG)	
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 Dorner
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean of Social and Behavioral Sciences (ALO designee)	Traci Fahimi
President, Classified Senate	Karen Martin
Vice President, 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
Executive Director, Marketing and Creative Services	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
President, Academic Senate (Co-Chair)	Kathy Schmeidler
Classified Senate	Brittany Ramchandani
Executive Director, Marketing and Creative Services	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 and Accreditation	Craig Hayward
Director, Student Life and Equity	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 Kaufmann
Academic Senate	Rebecca Beck
Academic Senate	Chris Loeffler
Academic Senate	Ben Mis
Academic Senate	Pat Beckmann
Chair, Curriculum	Diana Hurlbut
Classified Senate	Lisa Wang
Coordinator, Student Learning Outcomes	Cheryl Delson
Dean, Business Sciences, Online & Extended Education	Cathleen Greiner
Dean, Economic & Workforce Development	Corine Doughty
Instructional Technologist/Classified Senate	Joe San Juan
Interim Vice President, 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 and 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
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 and Equity	Cessa Heard
Interim Director, Outreach and Recruitment	Dennis Gordon
Registrar	Ruben Guzman

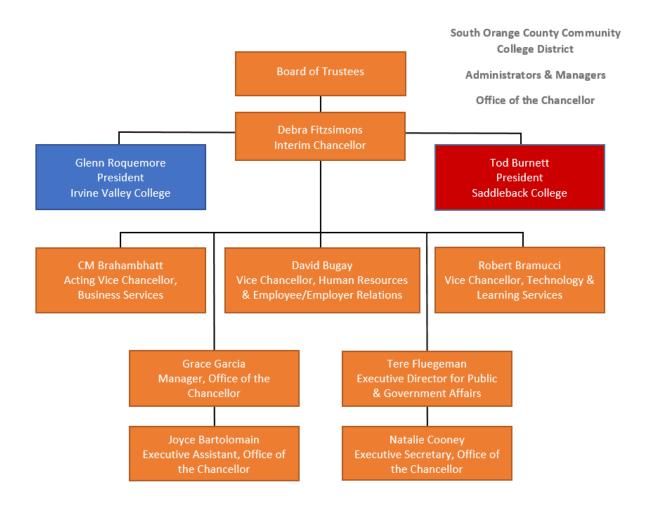
Table 11: Standard III Work Group Membership

Tuble 11. Standard III Work Group Weinberbing	
STANDARD III WORK GROUP	MEMBERS
Vice President, College 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 Mahmadov
Classified Senate	Brian Kim
Registrar, Admissions & Records	Ruben Guzman



Organizational Charts/Function Maps

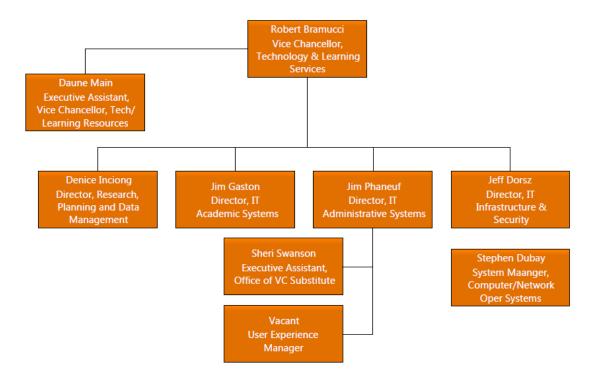
South Orange County Community College District Management Organizational Charts





South Orange County Community College District Administrators & Managers

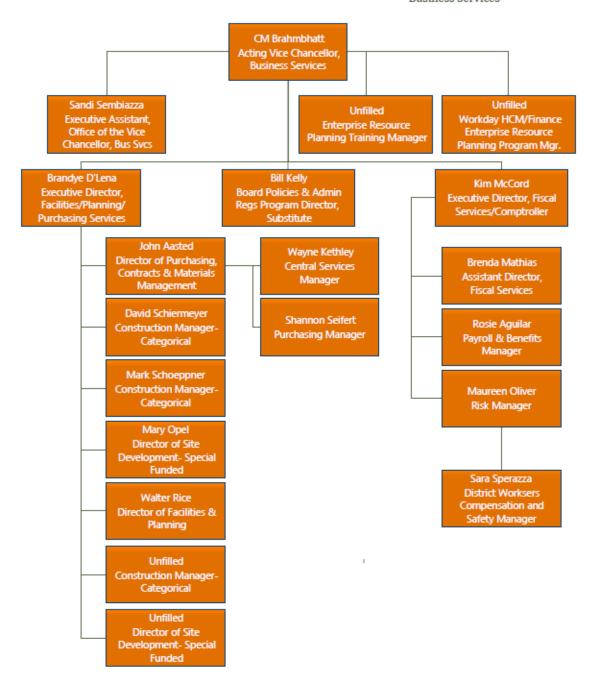
Technology & Learning Services





South Orange County Community College District Administrators & Managers

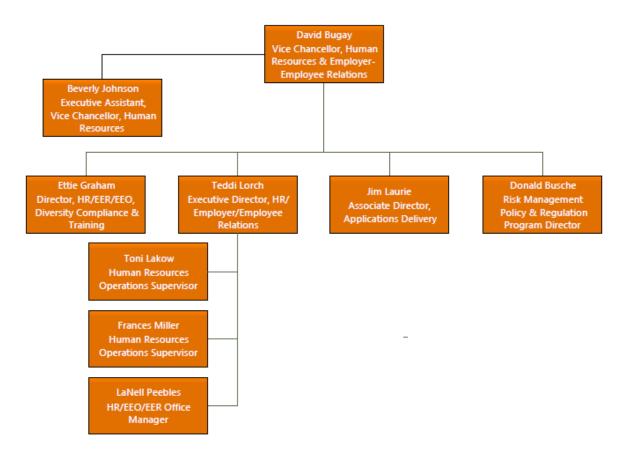
Business Services





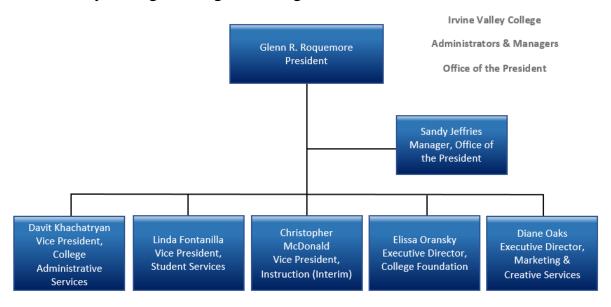
South Orange County Community College District Administrators & Managers

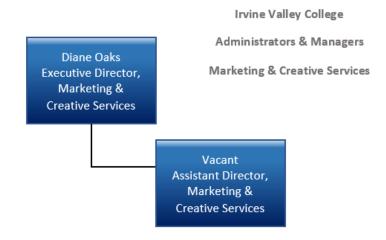
Human Resources



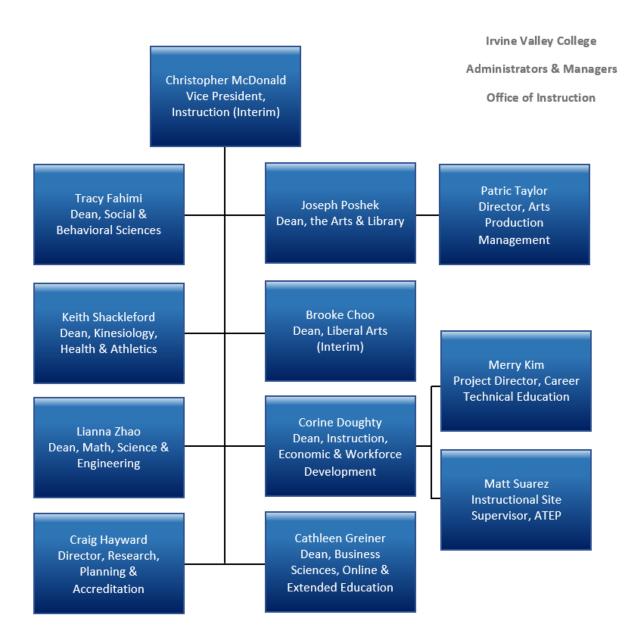


Irvine Valley College Management Organizational Charts

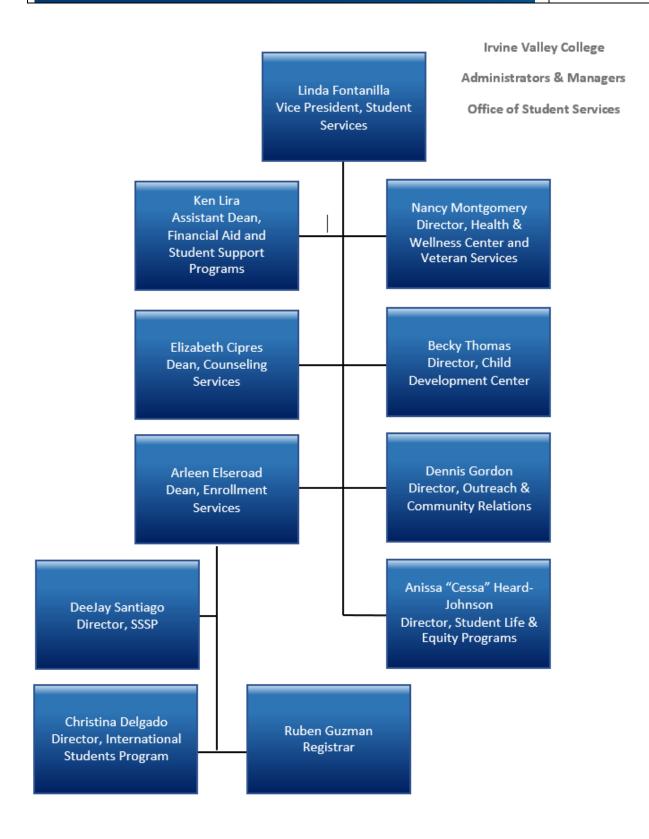




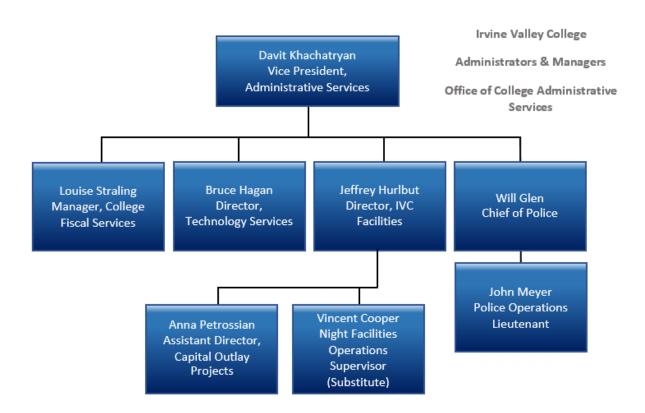












District Function Map

District Wide Function Map (N.1.55)

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 that awards degrees and certificates under the authority of the State of California (N.1.5), the Department of Education, and the Board of Governors of the California Community Colleges. IVC 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 ($\underline{N.1.7}$), with 91% of course enrollments in credit courses ($\underline{N.1.8}$). Over three-fourths of students declared an educational goal to transfer or obtain an associate degree or certificate ($\underline{N.1.9}$). In Academic Year 2015-16, IVC awarded a total of 1,185 associate degrees and 2,683 certificates ($\underline{N.1.10}$).

3. Degrees

In Academic Year 2015-2016, Irvine Valley College (IVC) offered 80 Associate in Arts and Associate in Science degrees, including 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 in Science Degree, students must complete a minimum of 60 credit units, 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 programs) and Certificates of Proficiency (locally approved programs). 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 of fewer 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 that educational 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

In 2002, the South Orange County Community College District (SOCCCD) appointed Dr. Glenn R. Roquemore (N.1.15) as president of Irvine Valley College. 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.

Financial Accountability

In accordance with California Education Code Section 8848, an annual audit is conducted by an independent certified accounting firm, using generally accepted auditing principles designed to obtain reasonable assurance that the financial statements are free of material misstatement. The audit process includes the examination and testing of supporting documentation as well as an examination of internal controls that provide feedback on



processes that require improvement or adjustment. The audit assesses the accounting principles used and management's estimates in order to provide reasonable assurance that material misstatements affecting the financial statements as a whole are detected. In order to plan the audit, the audit process 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 reflects 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 maintains 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%, well below the requirement established by the state of California (<15.5%), as well as the federal requirement (<30%) (N.1.20). The College has not had any noncompliance actions taken against it due to noncompliance 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%.; and 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.

<u>Policy on Rights and Responsibilities of the Commission and Member</u> 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 previous accreditation reports, letters, and documents on its accreditation website (http://accreditation.ivc.edu N.1.25) and the College has a documented history of timely compliance with Commission requests and recommendations (N.1.26). The College's current self-evaluation process has been broadly representative and has 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 the following:

In providing public notice that an institution or program subject to its jurisdiction is being considered for accreditation or pre-accreditation, the agency must provide an opportunity for third-party comment concerning the institution's or program's qualifications for accreditation or pre-accreditation. 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, on October 25, 2016, the president and the ALO convened a public forum for the purpose of soliciting and receiving public comments (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, and states in the college catalog (N.1.31), the minimum 60 semester credit unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations (N.1.30). 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's 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, each 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 (just over three hours per week) corresponds to one unit of course credit.

To comply with the regulations set by the U.S. Department of Education and the ACCJC with 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 four-year institutions, annual counts of certificates awarded, and annual counts of degrees awarded. Additionally, the College reviews data on employment in the field for all gainful employment programs enrolling at least ten graduates (N.1.32).

The College's Institutional Effectiveness Committee establishes the institutional set standards, reviewing data annually in conjunction 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 have all transcripts evaluated for transfer credit; they are sent to the Office of Admissions and Records in order to determine whether coursework can be used to satisfy prerequisites or equivalencies. Applications for degrees or transfer certifications cannot be processed without filed official transcripts from all transfer colleges. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or the 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. In order to complete the transfer evaluation process, students must submit official evaluations to the Office of Admissions and Records and schedule an appointment with the Counseling Center so that their transfer work may be evaluated. With the exception of validating the foreign language requirement, coursework from foreign institutions cannot be used for CSU or IGETC certification. Students may be granted credit toward CSU-Breadth and IGETC requirements 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 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 in good standing and registered in the South Orange County Community College District. 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 student attempting credit by examination must have maintained a minimum 2.0 grade point average in at least 12 units completed at Irvine Valley College (N.1.35).



Units earned through credit by examination are not counted in determining the 12 inresidence semester units required 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 academic discipline, 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 then forwards the approved petition to the Office of Admissions and Records.)
- 5. The initiating instructor prepares, administers, and grades the examination and forwards the grade to the Office of Admissions and Records.
- 6. A grade of Pass ("P") or No Pass ("NP") is assigned, and the course is 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. The College Board must send AP exam results to the IVC Admissions Office for application 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 also 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 is 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 completion requirements with a large portion of courses offered online. In response to this growth, IVC submitted a substantive change proposal to the ACCJC in September 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 participate in an orientation for online classes that demonstrates how to access and use the online learning environment. At the class orientation or by email, instructors illustrate use of a Blackboard account. Students officially enrolled in an online class may access Blackboard accounts with a user name and password (N.1.39).

Distance Education (DE) is defined as 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.

Courses offered by distance education shall be reviewed and approved separately by the College's Curriculum Committee. Courses that are fully online are reviewed alongside 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
 distance education courses that are applied to traditional classroom courses. Any 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.
- 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 with and skills related to online instruction.
- Instructor Contact: All approved DE courses, including fully online (100% online) and hybrid (1%-99% online) courses, shall include regular effective contact between the instructor and the students. The College's Curriculum Committee verifies that the distance modality can and will provide regular effective contact. Instructors will use one or more of the following accepted practices of regular effective contact in their online courses:



- Regular Announcements: Through methods such as through the use of the announcement area in the learning management system (LMS) or via emails to the entire class, it is best practice for faculty to make general announcements to students in online classes on a regular basis.
- Orientation: It is best practice for faculty to send a welcome communication to students. This communication may include course information, expectations, contact information, and how to access online content. Orientations may occur 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 required discussion board
 postings.
- 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, the following: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or email, and, in the case of hybrid courses, regular face-to-face meetings.
- Content Delivery: Faculty will provide content material 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, websites, streaming video).
- Notifying Students of Faculty Unavailability/Offline Time: Students should be
 notified if the instructor is unavailable/offline for 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 instructorinitiated 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's failure to
 meet regular effective contact for any given week, this failure to establish contact
 is an absence and the dean of the division in which the course is taught must be
 notified. Such 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. "Office hours" include
 telephone contact, face-to-face contact, or online contact (through email,
 discussion board, or chat).

Accessibility Standards

In compliance with Section 508, to the extent possible, the following general principles should be followed to ensure that distance education courses are accessible to students with documented disabilities:

- Distance education courses must allow all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks must permit maximum opportunity for access by students with documented disabilities independent of outside assistance (i.e. sign language interpreters, aides, or other forms of human assistance).
- Where possible, distance education resources should provide "built-in" accommodations (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 formats and extended test-taking time are provided to students with documented disabilities through accommodations that address the student's documented disability (N.1.43).

Policy on Representation of Accredited Status

Irvine Valley College has an accreditation link on both the footer of every page and on the "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 evaluation and peer review in a six year cycle. Irvine Valley College last 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 the 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. In cases of simple misunderstandings or the decision of the individual to not 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.

In addition to any other complaint, an individual who feels they have been subjected to sexual assault may file a complaint with the police department.

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

Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages students and staff who believe they are being harassed to file complaints in a timely manner (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 formal charges are pursued, 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 the complaint was filed in a timely manner, whether it was filed 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 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 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 A 110, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD website: www.socccd.edu/hr/HRforms.asp.

<u>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</u>

Irvine Valley College's accreditation status is found on page one of the 2016-2017 catalog, the mission and vision statements are located on page four, and the institutional learning outcomes are located on page seven (N.1.50).

In accordance with Board Policy and Administrative Regulation 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 adjusted tuition (N.1.51).

Students 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 the equivalent. In addition, any apprentice as defined in the Labor Code, or any other person who is over 18 years of age and capable of benefitting from instruction offered at the College, may be admitted.

Students not enrolled for a sufficient duration (one term) to receive a grade or non-evaluative symbol on their transcript at either Irvine Valley College or Saddleback College must file a new admission application in a subsequent term.

The College accurately reports the official college name, address, telephone number and web links on the first page of the 2016-2017 Irvine Valley College catalog. The campus map can be found on page 336 (N.1.50, N.1.52). This 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 maintain 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 Pell Grants, SEOG Grants, Federal Work Study programs, and Direct Subsidized Loan and Direct Unsubsidized Loan programs.

Irvine Valley College complies with Title IV of the Higher Education Act through comprehensive financial aid services to students. Upon receiving a Direct Loan at the College, all students are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling. Entrance counseling helps students understand the implications associated with taking out a federal student loan. These 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).

As part of the College's independent audit process, the College's financial aid program is evaluated on an annual basis. The audit process 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%, well 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 are as follows:: 2011, 14.7%; 2012, 8.9%.; 2013, 12.7%.





<u>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</u>

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.

Introduction

Irvine Valley College's mission statement reflects the institution's commitment to providing quality instruction and student services that support student learning and the attainment of the educational goals of all students. The mission is central to the College's planning efforts, including its central planning document – the IVC Strategic Plan. The Strategic Plan's four major goals reflect the ways in which the College focuses on achieving its mission: by improving institutional effectiveness and student completion; by narrowing achievement gaps; and by increasing engagement and partnering with the college community. These strategic goals are shared district wide, contributing to a collegial environment in which processes are regularly evaluated and resources are strategically dedicated to the improvement and the support of mission critical goals and objectives.

The College relies on data to make and evaluate decision based on students, the learning environment and the ability of staff and faculty to educate and serve students. Student characteristics and student needs are considered when the College contemplates adjusting resource allocations and/or undertaking new actions or initiatives. College staff engage in ongoing dialogue allocating resources in order to achieve the institutional mission and improve student learning. Evidence of the College's commitment can be found on the college website, which clearly communicates information to the public regarding college programs, course offerings, support services, student outcomes, and accreditation status. IVC's self evaluation, college policies, and practices demonstrate a strong, mission-driven commitment to student learning and student achievement.



<u>Standard I.A: Mission, Academic Quality and Institutional Effectiveness, and Integrity</u>

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. Until recently, IVC's mission statement read as follows:

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community (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, 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.15).

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, IVC has, at its core, focused on providing students access to quality education. The College's commitment to student success and equity flows from its mission statement and is detailed in its Strategic Plan (I.A.2), Student Equity Plan (I.A.3), Student Success and Support Programs (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 face-to-face offerings through an additional, convenient format. Students have access to an array of student support services and co-curricular activities, such as the student government and Student Ambassadors programs, which 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 its status; it was 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 both challenging transfer-level courses and courses that develop basic skills. IVC students can attain associate degrees and certificates in Career Technical Education (CTE) programs that lead to employment. Students also have the option of completing 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 (I.A.8).

IVC regularly reviews its mission statement at its annual Strategic Planning and Accreditation Council (SPAC) retreat (<u>I.A.12</u>, <u>I.A.13</u>), meetings of the Institutional Effectiveness Committee (<u>I.A.14</u>), and Academic Senate meetings (<u>I.A.15</u>). Following the college wide process, the Board of Trustees annually reviews and adopts changes, per recommendations of the College (<u>I.A.16</u>).

The college mission is published in the college catalog, and both the college and district mission statements are prominently published on their respective websites (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 ensures that the mission statement describes the College's broad educational purposes, its populations, its values, its commitment to improving access and equity, its



offerings of degrees and other credentials, and its commitment to student learning and student achievement. The institution's educational mission is clearly defined, adopted, and regularly reviewed by the Board of Trustees. Moreover, the mission is published widely, informing current and prospective students and the surrounding community of IVC'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 (<u>I.A.18</u>, <u>I.A.19</u>, <u>I.A.20</u>, <u>I.A.21</u>). 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) (<u>I.A.8</u>, <u>I.A.3</u>, <u>I.A.22</u>).

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), including 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 key performance indicators (KPIs) are discussed at the annual planning retreat (I.A.25). 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 the IVC website. These completion goals are 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 that 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 that data informs review and improves 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 resource request rating procedures and the dialogue process to ensure that data and assessment results drive priorities that address 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 the following: program review, committee discussions, committee evaluations, budget and resource allocation processes, enrollment management procedures, hiring processes, employee evaluations, distance education and online planning processes, grant application processes, 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 Colleges. 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 IVC's 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 Programs Plan (I.A.4), the



Student Equity Plan (<u>I.A.3</u>), the Online Education Strategic Plan (<u>I.A.31</u>), and the Education and Facilities Master Plan (<u>I.A.32</u>).

Data informs the development, the analysis, and the representative dialogue that drive goaland 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 through 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 additional 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 required in support of all resource requests submitted 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 as a cutting-edge facility to support workforce development for high demand, high pay sectors 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). To address community needs, IVC has also developed pathways such as Biotechnology (I.A.40) and the Guaranteed Accounting Program 4+1 (GAP 4+1) (I.A.33), both in terms of student and workforce demand. Programs are built on partnerships with other educational institutions, in conjunction with the institution's active transfer center and continual curriculum articulation efforts. These programs exemplify IVC's commitment to leveraging "educational networks" in support of student success.



Analysis and Evaluation

IVC's mission guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The broad college community participates in writing and revising the mission statement and in making recommendations for the use of college resources, and the budget process and the process for prioritizing allocations of other resources are open. Therefore there is widespread buy-in by all constituent groups to ensure that planning and prioritization align with the mission. Constituent groups ensure that planning and prioritization align with the mission. Diverse constituent representation in multiple recommending priorities and allocations, in highly visible processes, ensure that the College achieves a reasonable and consensual balance in allocations, and that allocations 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 (<u>I.A.41</u>) and widely disseminated via the college catalog (<u>I.A.42</u>), the *IVC Planning and Decision-making Manual* (<u>I.A.29</u>), and via banners on campus.

The College reviews its mission annually during the Strategic Planning and Accreditation Council (SPAC) retreat (<u>I.A.12</u>, <u>I.A.13</u>). During the review process, the College revisits the mission for California Community Colleges, as stipulated 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 (<u>I.A.43</u>).

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 statement began with the review and development process at the 2015 SPAC retreat (I.A.12, I.A.45). Development, discussion and refinement continued during Professional Development Week (I.A.46). In May of 2016, IEC recommended a new draft version of the college mission statement, which SPAC reviewed and then later approved at the SPAC retreat before its forwarding to the Academic Senate (I.A.28). Once SPAC and Academic Senate had approved the new mission, it was forwarded to the Board of Trustees for adoption (I.A.47) (BOT approval is outstanding).



Analysis and Evaluation

As part of its annual strategic planning process, Irvine Valley College reviews its mission to ensure that it accurately reflects 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

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 regarding 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, as a result, 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, SLO committee members discuss best practices for assessing course learning outcomes and their mapping to program student learning outcomes (PSLOs) and institutional student 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 that 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 to their respective schools at department meetings for feedback and approval. Once consensus has been achieved, recommendations are presented to the Academic Senate by the SLO coordinator.

Student Equity

The Student Equity Work Group also reports to the IEC. This work group was formed following the requirement by the California Community Colleges 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 that promote 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 previously unaddressed, including mixed ethnicity students and foster youth students (<u>I.B.9</u>).

After the first year of implementation, the Student Equity Work Group was designated a task force. As 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 (<u>I.B.3</u>, <u>I.B.10</u>). To facilitate district wide and campus wide dialogue, the Student Equity Task Force co-chairs shared a general overview of student equity efforts at the Spring 2014 Student Success Summit (<u>I.B.11</u>) and conducted a number of informational sessions during the spring 2015 (<u>I.B.12</u>) and fall 2015 Professional Development Weeks (<u>I.B.13</u>).

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, a collaborative effort within departments. Results of this dialogue are presented to the department chair 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 (<u>I.B.16</u>). As part of this review, all programs identify program-level objectives 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 outcomes (SSOs), administrative unit outcomes (AUOs), and program review. Co-chaired by the Academic Senate president and the 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. Discussions include ways 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 (<u>I.B.19</u>). The ORPA and the IEC ensure continuous dialogue regarding assessment and evaluation efforts, student equity research, TracDat updates, learning outcomes assessment, and program review (<u>I.B.13</u>).

Analysis and Evaluation

The College continuously promotes and encourages participation in opportunities for staff, faculty and administrators to engage in dialogue through committee structures and policies and practices. Through these efforts, the College meets the standard of 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 <u>I.B.20</u>), and all student services departments (<u>I.B.21</u>) are required to have at least one SLO. All learning outcomes are entered into TracDat, the College's web-based repository for assessment activities (<u>I.B.22</u>, <u>I.B.14</u>).

For academic programs, faculty are responsible for developing and evaluating course and program learning outcomes. During the curriculum review process, SLOs are developed and included in each course's Course Outline of Record (I.B.23, I.B.24, I.B.131) and each syllabus (I.B.25). For every course, regardless of credit status or mode of delivery, at least one student learning outcome (SLO) must be assessed each academic year the course is offered. Programs are evaluated using course SLOs mapped to relevant program student learning outcomes (PSLOs) via TracDat (I.B.26). 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 initiate this process, the College identified 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 (<u>I.B.27</u>). Resources dedicated to supporting this process include hiring consultants to advise on best practices (<u>I.B.28</u>, <u>I.B.15</u>). The recent spring 2016 Student Services Managers Retreat focused on how assessment drives decision making, program improvement, and resource requests (<u>I.B.27</u>). Standard II.C 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.6), and discusses SLOs at department meetings (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 are 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, monitoring 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

Following a formula proposed by the Office of Research, Planning and Accreditation (ORPA) and approved by the Institutional Effectiveness Committee (IEC), as required by the



ACCJC and U.S. Department of Education, Irvine Valley College (IVC) establishes annual institution-set standards in its ACCJC Annual Report (I.B.35). Although the College follows the formula of taking one standard deviation below the average, IEC examines and modifies proposed standards for achievability and rigor. For example, because the College focuses heavily on transferring students to four-year universities, IVC has agreed in the last two ACCJC Annual Reports to set a standard for transfers that is higher than the figure yielded by following the established methodology (I.B.36, I.B.34).

Before establishing new institution set standards for the upcoming year, ORPA presents data to IEC to review progress on current standards (<u>I.B.37</u>, <u>I.B.38</u>). The standards are levels that the College must maintain. In the event that standards are not met, IEC will analyze data to inform discussions on causes through established processes and the development of action steps to bring the College to standard (<u>I.B.39</u>). 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 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 required to set targets, IVC has 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 under-placement reduction 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 annually, using a collegial consultation process (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" webpage (I.B.44).

Analysis and Evaluation

IVC continues to excel in student achievement and 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 in order to continuously improve 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). 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 International (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), 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.

Academic programs also conduct biennial updates of their program reviews as part of an ongoing process to ensure that program and course offerings meet students' needs (<u>I.B.16</u>). Additionally, to ensure alignment of program objectives and strategies with resource requests, annual updates are encouraged. Comprehensive program review reports are posted on the Institutional Effectiveness Committee Program Review intranet page for review and facilitation of campus wide dialogue (<u>I.B.54</u>).

To ensure completion of student services comprehensive program reviews, the vice president for student services holds mandatory annual retreats for all student services managers where participants review and provide updates on each department's 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 needs (I.B.15). The student services process for use of data to improve student learning and achievement is covered more fully in Standard II.C.



To request services and assistance from ORPA, employees can submit a research request via an online form and check the status of a project through ORPA's website (I.B.55). As described in I.B.2, the College has increased ORPA staff since 2013. Given the mission to foster continuous quality improvement of student learning, the Research Office strives to provide innovative, timely, relevant, and accurate information that informs 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 decision making.

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) (<u>I.B.57</u>), 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 (<u>I.B.54</u>). During noncomprehensive years, faculty and staff provide updates to unit objectives and strategies to substantiate resource requests (<u>I.B.15</u>).

During comprehensive years, departments are required to engage using relevant data to analyze program 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. 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), the Office of Research, Planning and Accreditation (ORPA) also conducts regular trainings. Program data by mode of delivery are not incorporated in the inForm Program Review Report but these data are available in the SOCCCD Institutional Effectiveness Report, Section 2, "Instructional Offerings," which is also available on inForm (I.B.61).

An example of the ways 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 of obtaining an associate degree or certificate or transfer. Instead, many students simply enrolled in ESL classes to improve their conversational skills (I.B.62). These findings were then used to plan 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 providing the option to progress into credit coursework, if they choose (I.B.63).

For CTE program reviews, ORPA prepares labor market data so that programs can demonstrate program demand given the current and future markets in Orange County. Using the Data Analyst program through Economic Modeling Specialists International (EMSI), the research office provides data for program offerings, industry outlook, and potential employers in the region (I.B.64). Additionally, CTE programs are required to establish an advisory committee to assist with program evaluation. The advisory committee is comprised of Irvine Valley College (IVC) faculty and vested members of the community (I.B.65). To 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, from classroom surveys to focus groups, is available to departments.

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 is described (I.B.66, I.B.67). The process for student services is detailed in Standard II.C.

To better integrate the tool into the College's planning processes, IVC chose 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 (<u>I.B.68</u>) and fall 2016 (<u>I.B.69</u>, <u>I.B.70</u>) as a collaborative effort between ORPA, the IT Department, and the SLO coordinator. Trainings have also focused on ways to develop meaningful learning outcomes and strategies that will yield actionable results. At 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 (<u>I.B.71</u>, <u>I.B.72</u>, <u>I.B.73</u>, <u>I.B.74</u>).

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 occurs 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, 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 TracDat 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 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 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. To identify disproportionately impacted subgroups, these analyses were disaggregated by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status. The plan outlines a goal, objectives, and activities (strategies) to close 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). ORPA is currently conducting multiple regression analyses to examine characteristics that predict a lower likelihood of successful completion (I.B.82). IVC also recognizes that students may be members of multiple disadvantaged subpopulations.

Analysis and Evaluation

IVC meets Standard I.B.6 based on its extensive work to develop TracDat processes assessing and disaggregating SLOs by demographic characteristics. Although in the beginning phase, this assessment process is integrated into the program review process, enabling departments to participate in the resource request process and providing an equity framework. With the implementation of 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 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 use Tableau to develop a student equity data dashboard that allows the college community to easily identify impacted students in order to support their learning and achievement. Results will be shared with appropriate department faculty, staff, and administrators in order to facilitate dialogue on how to mitigate performance gaps. This dashboard will also be used for evaluative purposes by assessing the effectiveness of funded student equity activities in increasing student success. The College



continues to work toward increasing the incorporation of equity data 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 - in conjunction 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 Council (BPARC) (I.B.83) and the College's strategic planning committees. In addition, at the district level, a number of committees are involved in setting policies and practices that promote institutional effectiveness. Detailed explanations of these planning committees are provided in Standard IV.

Through annual committee self-evaluation surveys (<u>I.B.84</u>) and the college strategic planning retreat (<u>I.B.85</u>), 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 committees themselves, including the assessment of each committee's purpose as it relates to the college mission and the ways the committee functions within the larger college wide resource allocation process (<u>I.B.84</u>). The entire college is also 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 (<u>I.B.86</u>).



Through governance and committee structures, the College communicates, reviews, and improves policies and practices. These resulting conversations include faculty, staff and administrators and ensure a transparent process where employees from throughout the College provide input. Based on findings from committee evaluation surveys, the College strives to increase communication about policies and practices, promoting campus wide dialogue that ultimately improves 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 by members of the campus community or 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 regarding weaknesses, strengths, and avenues for improvement (<u>I.B.87</u>). In addition, 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 reported at department meetings, promoting informed discussions about department assessment results and planning activities (I.B.77). Assessment results and activities are recorded and communicated broadly to the college community through comprehensive six-year program reviews (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 that support student learning. All employees are provided opportunities throughout the week



to develop skills related to student learning (<u>I.B.89</u>). For example, workshops facilitated by the SLO coordinator provide IVC staff, faculty and administrators the opportunity to engage in dialogue on assessment learning outcomes and best practices (<u>I.B.90</u> page 5), (<u>I.B.89</u> page 5) and 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 for addressing 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 opportunities, using assessment results to improve services offered to students (I.B.13). To ensure student equity related efforts are assessed and prioritized in the resource allocation process, the director of student life and equity meets with potential equity fund recipients to review resource proposals, ensuring 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 display survey results, research reports, and planning documents that the College and local community can view and use in planning efforts. ORPA also regularly communicates with groups across the College, through the planning committees, task forces, work groups, and departments. In addition to four major strategic planning committees, participation in other work groups and task forces include the Student Equity Task Force (I.B.93), the Student Success and Support Programs Task Force (I.B.94), the Online Education Task Force (I.B.95), the Technology Advisory Task Force (I.B.96), and the 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. In particular, workshops and information sessions offered during the College's Professional Development Week foster dialogue about assessment and evaluation activities, equipping the entire campus with tools necessary for effectively conducting learning outcomes assessments.

The expansion of ORPA provides increased support to these campus wide efforts. With increased staffing, research is more fully represented on the various campus groups and ensures broad communication of evaluation results and the identification of areas 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 for conducting program reviews of all instructional credit and non-credit programs. IVC also requires all student services departments to regularly conduct program reviews (I.B.16). Results from these reviews inform the College of strengths (successful practices) and weaknesses (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 term needs. With TracDat V5, programs can more easily align program objectives with the College's strategic goals and objectives to ensure accomplishment of the mission.

In addition to 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 ways to address areas of dissatisfaction in order to improve the experiences of both employees and students at IVC (I.B.102). Annual committee self-evaluation survey results are also presented at the strategic planning retreat where participants discuss ways to best facilitate effective committee meetings (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 identify opportunities for collaboration and reduction in duplicated efforts. The Integrated Planning Matrix is under review by the Institutional Effectiveness Committee (IEC) and, as a living document, continues to be revised to reflect current activities of these grants and initiatives (I.B.106).

Program reviews drive the College's resource request and allocation process. All resource requests must be substantiated by and directly linked to program reviews. Absent this direct link, requestors must provide evidence to support the requests for human, physical, technology, and financial resources (<u>I.B.14</u>). 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 (<u>I.B.85</u>). With TracDat V5 now hosted locally, IVC has begun dialogue to customize the application to integrate program review with resource requests to more clearly document progress toward achieving the College's strategic goals (<u>I.B.10</u>).

As the College works to develop this process, evaluation results from the annual resource request process (<u>I.B.86</u>) provide insight and guidance on ways to create a more streamlined, transparent process. Over the past two years, the process has been refined through efforts by the vice president for college administrative services and Information Technology Department, with input from the strategic planning committees (<u>I.B.107</u>, <u>I.B.108</u>, <u>I.B.109</u>).

The following list outlines the College's major planning activities, retreats, summits, etc. for the past several years:

- 2016 IVC Strategic Planning Retreat (<u>I.B.110</u>)
- 2016 District Wide Planning Council Retreat (I.B.111)
- 2016 High School Principals and Counselors Summit (I.B.112)
- 2016 Student Equity Summit (<u>I.B.113</u>)
- 2016 Powering the Future (I.B.114)
- 2015 High School Principals Summit (<u>I.B.115</u>)
- 2015 SPOWG meetings on Mission and Strategic Plan action items (I.B.116, I.B.117, I.B.118, I.B.119)
- 2015 IVC Strategic Planning Retreat (I.B.85)
- 2015 DWPC Strategic Planning Retreat (I.B.120, I.B.121)
- 2015 Multiple Measures Summit (Cypress) (I.B.122)
- 2014 IVC Strategic Planning Retreat (I.B.123, I.B.75, I.B.124)
- 2014 IVC Strategic Objective Gallery Workshop (I.B.125, I.B.126)
- 2014 High School Principals Summit (<u>I.B.127</u>)
- 2014 Multiple Measures Summit (I.B.128)



- 2014 ATEP Summit (<u>I.B.129</u>)
- 2013-2014 External Scan (<u>I.B.130</u>)

Although Irvine Valley College has made notable progress toward developing an integrated program review, planning and resource allocation process, the College recognizes that 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. In an annual survey to inform the integration process plan, 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 through an annual review and update of the college catalog by the Office of Instruction, division deans, department chairs, research office, and others (<u>I.C.1</u>, <u>I.C.2</u>, <u>I.C.3</u>, <u>I.C.4</u>, <u>I.C.5</u>, <u>I.C.6</u>). Catalog content is updated annually with addenda added online as needed. The college catalog is available on the IVC website, in the college bookstore, and in the library (<u>I.C.7</u>).

Institutional learning outcomes are published in the college catalog (<u>I.C.8</u>). Institutional Effectiveness Partnership Initiatives (<u>IEPI</u>) indicators are also posted on the college website (<u>I.C.9</u>). IVC's mission statement is posted on the college website and in the college catalog (<u>I.C.10</u>, <u>I.C.11</u>). As part of the course outline of record, learning outcomes for courses appear in the detail for each course within the online class schedule (<u>I.C.12</u>). Information about educational programs is available in the printed and online college catalogs, on department websites, and in college marketing materials. Information on student support services is available on each department's website (<u>I.C.13</u>).

The College maintains an accurate, updated, and comprehensive accreditation webpage (I.C.14). The accreditation page link can be found in the IVC website's footer, so that viewers are only one click away from any page on the College's website. The accreditation webpage provides both 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.15).

Analysis and Evaluation

The College provides 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 the mission statement. The



college website and the college catalog are the most important means for accessing this information. The College's accreditation status and relevant documentation is accessible with one click from any college webpage. 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 with precise, accurate and current information on all college facts, requirements, policies and procedures (I.C.7). 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 that 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 catalogs have been printed (I.C.16).

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.17)

- Catalog Year, Volume, Anti-Discrimination Policy, Accessibility Statement, Accuracy Statement, Accreditation Status
- Official College Name, Address, Telephone Number, and Website Address
- Irvine Valley College's Accreditation Status
- Academic Calendar
- Table of Contents



- South Orange County Community College District Administration, Vision, Mission, Guiding Principles, Core Values, District Wide Goals, and Board of Trustees
- President's Message
- Irvine Valley College Background, Governance and Funding, Vision, Mission, Statement on Freedom of Expression, Civility and Respect, Institutional Student Educational Goals and General Education Learning Outcomes
- College Administration Names and Contact Information
- Academic School/Instructional Office Names and Contact Information

Admissions and Registration (I.C.18)

- Admission: Eligibility, College of Record, Application, Equal Access, Residence Classification, International Students
- Student Success and Support Programs (SSSP): Assessment, Advisement, Orientation
- Assessment and Placement
- Registration: Enrollment Priority, Registration Times, Open Enrollment Policy, Restrictions, Prerequisites, Adding Classes, Attendance, Waitlists, Dropping, Repeating, Reenrolling
- Tuition and Fee Information
- Refunds

Degrees, Certificates and Transfer Planning (I.C.20)

- Degree and Certificate Chart
- Earning a Certificate, Earning an Associate Degree, Associate Degree Graduation Requirements, General Education, Associate Degree General Education Requirements Form, CSU General Education Breadth Certification Form, IGETC Certification Form, IGETC Information, UC Course List, Cross Enrollment, Transfer Planning, California Community Colleges, CSUs and UCs
- Degrees with an Area of Emphasis
- Degree and Certificate List by Department
 - Individual Listing of Degree or Certificate with the Following: School Name,
 Department Name, Dean, Academic Chair, Faculty, Course Description,
 Major Description, Program Student Learning Outcomes, Potential Careers

Student Resources (I.C.22)

- Financial Aid, Counseling Services, Veterans Services, Supportive Services, Online Services and Distance Education
- Bookstore, Centers for Students, Library, Associated Student Government/Clubs, Honors Program/Honor Societies, Intercollegiate Athletics
- Additional Programs/Resources



Policies and Standards (I.C.21)

• 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, Grievance Procedures, Statement on Freedom of Expression, Civility and Mutual Respect, Nondiscrimination and Harassment Policy, Sexual Harassment Policy, Complaint Procedures, Accommodations for Students with Disabilities, Crime Awareness, Student Privacy Rights, Student Right-to-Know Disclosure, Student Code of Conduct, Digital Use and Posting Guidelines, Disciplinary Action, Substance Abuse, Parking Regulations, Animals/Pets on Campus, Smoking Policy

Programs and Majors (I.C.10)

- Degrees with an Area of Emphasis
- Degree and Certificate List by Department
 - Individual Listing of Degree or Certificate with the Following: School Name, Department Name, Dean, Academic Chair, Faculty, Course Description, Major Description, Program Student Learning Outcomes, Potential Careers

Courses (I.C.19)

- Course information: Includes course numbers, C-ID numbers, UC transfer statements, and coursework standards and expectations, as well as repeatable course models and how to read a course description
- Courses: Detailed information on each course, including course ID, course title, unit values, weekly class hours, type (lecture, laboratory and/or learning center), UC/CSU transferability information, recommended preparation, prerequisites, corequisites, limitations, course description, and repeatability

Who's Who (I.C.23)

District Administrators: Names, titles and degrees

College Administrators and Managers: Names, titles and degrees

Full-time Faculty: Names and degrees

Professors and Administrators Emeritus: Names and departments

Part-time Faculty: Names and degrees

Classified Staff: Names, titles and departments

Index (I.C.24)

Campus Map/List of Campus Locations (I.C.25)



The College provides a catalog in both print and online formats 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 the 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), CTE completion, and transfer rates. Student performance data is also a critical component of program review (I.C.35). Irvine Valley College (IVC) publishes a link to its Scorecard results on the college website home page (I.C.26). Student Success Scorecard data is also presented to the Board of Trustees annually (I.C.27, I.C.10). The college catalog also includes information on the Scorecard completion metrics and the *Student Right to Know* completion data (I.C.28). Accreditation status is available from the College's home page via the footer or via the "About" drop-down menu (I.C.29) with only one click. Learning and evaluation results are relayed to college constituents via Instructional Council, Academic Senate, and strategic planning committees (I.C.30, I.C.31, I.C.32, I.C.33, I.C.34).

The College evaluates and documents in TracDat student learning outcomes (SLOs) at the course level. SLOs are mapped to program and institutional learning outcomes (I.C.36). Using appropriate assessments rather than course skill or information mastery (I.C.37), library and counseling services SLOs are evaluated and documented in TracDat as well.

Student learning and student achievement are 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.38) This rate, as well as other measures of academic quality and successful student learning and completion of individual educational and training goals, is



communicated to constituencies (including current and prospective students and the public) on the website (I.C.26), through social media (I.C.39), and via other marketing and outreach methods and materials (I.C.40). Within the College, these and other data are made available to students and the public (I.C.28), strategic planning committees (I.C.41), and committees working on specific projects such as student equity and other aspects of student success in basic skills, enrollment, and retention. Data are further disseminated to shared governance groups through their representatives on these working committees (I.C.42). 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 webpage, and the district data mart (inFORM) (I.C.43, I.C.44).

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 catalogs, 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.20).

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:

• Courses – 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 Student Learning Outcomes expected learning outcomes to be achieved upon completion of the program
- Potential Careers a list 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.45). 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.46). The Office of Admissions and Records provides timelines for evaluating certificates and degrees on its *Graduation* site (I.C.47). The Career Center provides employment-related information by major on its *What Can I Do With This Major?* site (I.C.48). 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.49). Certificate and degree information is also provided in published materials such as the student handbook (I.C.50), in academic program brochures (I.C.51), and in certificate flyers (I.C.52) provided to students during outreach events or when meeting with counselors, as well as in outreach materials such as *How to Become an IVC Student* (I.C.53). Students may also view course requirements for degrees and certificates in their MySite portal accounts when using My Academic Plan (MAP) (I.C.54).

Analysis and Evaluation

The college catalog, supplemented by various pages on the IVC website, provides descriptions of all IVC certificates and degrees, including their content, expected learning outcomes, course requirements, purpose, and 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

Based on the established flowchart within the *IVC Planning and Decision-Making Manual* (I.C.55), the College reviews its institutional policies, procedures, and publications to ensure alignment with its mission, programs and services. The College's Strategic Planning and



Accreditation Council (SPAC) oversees four strategic planning committees: the Budget Development and Resource Planning Committee (BDRPC); the Academic Planning and Technology Committee (APTC); the Student Success, Access, Matriculation, Marketing and Outreach Committee (SSAMMO); and the 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.56). 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 updated or created. Each committee supports the standard by establishing agenda items for the regular review of policies, procedures, and publications among its meeting topics (I.C.57, I.C.58, I.C.32, I.C.59). Additionally, Academic Senate is actively engaged with the review of board policies and administrative regulations, particularly those concerning teaching and learning (I.C.60). 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.61).

The Office of Marketing and Creative Services (OMCS) 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. OMCS staff design and produce print and electronic materials that adhere to IVC branding standards and work collaboratively with members of the campus community to ensure content is accurately reflected in all communications, ensuring the integrity of IVC's mission, programs and services across platforms (I.C.32). OMCS also maintains the design, layout, and architecture of the IVC website. The OMCS 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 webpages and are encouraged to work with the OMCS web team as they update and/or create webpages (I.C.59).

Analysis and Evaluation

The College has established procedures and committees that regularly review board policies, procedures, and publications. In addition to the catalog review procedure described and documented in Standard I.C.1, the college staff also regularly review the mission statement (as described in Standard I.A.1), and conduct regular program review for both academic and student support services programs (as described in Standard I.B.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 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.13) that directs students to relevant links, including the Bursar's Office (I.C.62) with links explaining costs and payment options, the Financial Aid Office (I.C.63), and scholarships (I.C.64). In the online schedule, textbook information is posted, including links to the bookstore (I.C.65). College staff also provide a "How to Pay for College" workshop. The PowerPoint slides for this workshop are available on the college website (I.C.66). The College's Net Price Calculator, available online, helps students estimate the cost of their attendance at IVC (I.C.67).

Information about tuition, fees, and payment options is available on the Bursar's Office website (<u>I.C.62</u>), the Student Handbook (<u>I.C.60</u>), and in the college catalog. Information on financial aid options, including cost of attendance (<u>I.C.63</u>) and net price calculator (<u>I.C.67</u>), is 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, which is covered during the first class meeting (<u>I.C.68</u>).

Information about required textbooks is available in the online class schedule by clicking on "Book Info." This information is provided by the IVC Bookstore (Follett) 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.49).

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

Aligned with Board Policy 6120, Academic Freedom (<u>I.C.70</u>), the College abides by an Academic Freedom Statement that is published in the online and printed catalogs (<u>I.C.69</u>). The College also provides a Statement of Freedom of Expression, Civility, and Mutual Respect on the website and in the Policies and Standards section of the catalog (<u>I.C.71</u>).

Board Policy 8000 (Speech and Advocacy <u>I.C.72</u>) ensures an environment conducive to student learning without disruption while guaranteeing freedom of speech and first amendment rights, and 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 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 in the catalog a statement on Academic Honesty and Dishonesty (<u>I.C.28</u>, <u>I.C.73</u>, <u>I.C.74</u>). AR-5401 and the statements on



academic honesty include definitions of such terms as "falsification," "plagiarism," and "cheating." The statements also make clear students' responsibilities for ethical conduct (I.C.74). The Student Code of Conduct is also available on the Office of Student Services website (I.C.75) and the Campus Policies website (I.C.76). The student handbook and college catalog also provide information on the student code of conduct, the College's smoke-free campus policy, sexual harassment policy, gender equity policy, grievance procedures (including Title IX Notice, Section 504/Americans with Disabilities Act Compliant/Grievance Procedure), Facebook posting guidelines, and possible disciplinary actions (I.C.50).

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.

Depending the severity and frequency of the offense, sanctions may come in the form of a verbal reprimand, a written reprimand, a requirement to receive a mental health clearance, placement on disciplinary probation, and suspension or expulsion, (I.C.74).

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.72).

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.70).

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.71).

In addition, the IVC Faculty Manual (p. 16) clarifies faculty responsibility 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 available to anyone with internet access (<u>I.C.77</u>).

Additionally, as stated in the catalog, students retain the right to be protected from harassment, insults and abusive or unlawful behavior. Any college personnel or student 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.71).

Analysis and Evaluation

The District has policies, standards, and procedures in place to ensure that faculty and other employees are fair, civil, and objective in both 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.71).

Additionally, a primary goal of the district wide strategic plan is to "foster an environment characterized by creativity, innovation, respectful interactions and collaboration" (<u>I.C.78</u>).

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 world views.



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

Since it was first accredited, Irvine Valley College (IVC) has striven to comply with all Commission requirements. 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 of changes in accreditation standards and the College's self-evaluation efforts and plans (I.C.79, I.C.80).

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 (<u>I.C.81</u>). The College also submitted a substantive change proposal for online education, adult English as a second language, global studies, and biotechnology in fall 2016 (<u>I.C.82</u>).

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.83):

- August 10, 2015 Accreditation Update Professional Development Week
- August 13, 2015 Accreditation Think Tank Professional Development 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 – Professional
		Development Week
•	August 15, 2016	Budget and Accreditation Presentation – Professional
		Development 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 on the college website footer; the link is therefore only one click away from any page on the IVC website. The accreditation webpage 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.84).

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 webpage. The College also submitted a substantive change proposal for online education and new programs in September 2016 (I.C.82). 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.15).

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 5 and 6, 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.85). Athletics also complies with federal Title IX equity regulations (I.C.16) and submits an Equity in Athletics Disclosure Act report to the federal Office of Postsecondary Education (I.C.86). The College also complies with regulations to post Institutional Effectiveness Partnership Initiatives (IEPI) goals (I.C.87), links to the Student Success Scorecard (I.C.26), Gainful Employment disclosures (I.C.49), and federal attendance cost information disclosure requirements (I.C.67).

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 by the U.S. Department of Education to provide federal financial aid to students (<u>I.C.88</u>). The College is also in good standing with the California Student Aid Commission, allowing students to apply for and obtain Cal Grants (<u>I.C.89</u>).

Analysis and Evaluation

As the documentation on the College's accreditation webpage indicates, IVC adheres to the Eligibility Requirements, Accreditation Standards and Commission policies of the ACCJC. 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 to 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. The College also 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 (<u>I.C.90</u>). 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 quality education, student achievement, and student learning is evident in its mission statement, which guides integrated planning with a focus on student learning, completion, and closing the achievement gap (<u>I.C.11</u>, <u>I.C.78</u>). IVC also provides innovative, quality student support services (<u>I.C.13</u>, <u>I.C.91</u>) and extensive staff and faculty professional development (<u>I.C.92</u>, <u>I.C.93</u>, <u>I.C.94</u>), in part through participating in major initiatives such as guided pathways and basic skills transformation (<u>I.C.95</u>).

Analysis and Evaluation

Irvine Valley College is a non-profit college whose primary function is to enable its students to achieve 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 aligned with the College's mission and established standards for higher education institutions. In response to IVC's 2010 Accreditation Report, two of the 12 ACCJC recommendations required for reaffirmation of accreditation center on student learning outcome (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 continues to make improvements in the area of outcomes assessment.

The College has expanded strategies for improved outcomes assessment by doing the following:

- 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 an 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 an SLO Task Force, which meets twice per month and reports to the Institutional Effectiveness Committee and the Academic Senate (<u>II.A.16</u>, <u>II.A.4</u>, <u>II.A.17</u>, <u>II.A.18</u>).
- Printing SLOs on the course outline of record (COR) (<u>II.A.108</u>, <u>II.A.109</u>, <u>II.A.110</u>) and on the associated course syllabi.

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 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 (<u>II.A.19</u>). Regardless of location or means of delivery, IVC ensures all instructional programs culminate in student attainment of identified student learning outcomes. IVC maintains articulation agreements with other colleges and universities, a list of which can be found on the ASSIST website (<u>II.A.20</u>, <u>II.A.21</u>). Students 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 (<u>II.A.22</u>).

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.



The instructional programs at IVC are offered in fields of study appropriate to higher education and culminate in transfer to higher education programs and/or attaining degrees, certificates, and vocational skills 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 for 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 course outline of record (COR) (II.A.110) that has been vetted through the curriculum process. The COR establishes course objectives, methods of instruction and assessment, and learning outcomes. The COR also 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 is done at the course, program, and institution level (II.A.31, II.A.32). All SLOs and assessment methods are uniform regardless of mode of instruction. Results are analyzed and discussed to assess effectiveness and change 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 provides the basis for reviewing each program accurately and determining whether pedagogical or programmatic changes may be necessary. Additional information about courses and programs is provided in Section II.A.3.



IVC ensures that 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). SLOs are printed on the course outline of record (COR) (II.A.108, II.A.109, II.A.110) and on the syllabus for each course (II.A.14, II.A.15). 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 the inclusion of SLOs in class syllabi (<u>II.A.13</u>, <u>II.A.38</u>). The Academic Employee Master Agreement (<u>II.A.39</u>) indicates the following:

- 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).



IVC identifies SLOs for all courses and programs, and assessment results are discussed by department faculty and entered into TracDat for data retrieval and discussion when a 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 (<u>II.A.30</u>) at IVC includes an evaluation of program effectiveness of student learning (<u>II.A.33</u>). 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 tied to each PSLO. (<u>II.A.49</u>)

The college procedures for developing and assessing SLOs promote departmental ownership of the SLO process. While TracDat is used as the main repository for SLOs, assessments, results and use of results, all new and revised courses must attach SLOs to the COR with the understanding that they will be updated in TracDat. Attaching SLOs to the COR during the curriculum development and review process ensures that all courses identify SLOs prior to offering the course. 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 in this range may occasionally carry transfer credit to four-year institutions. These courses 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 (<u>II.A.51</u>), tutoring (<u>II.A.52</u>), advising (<u>II.A.53</u>), and financial aid (<u>II.A.54</u>). 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 in 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-level courses into a single course that allows students to acquire the knowledge and skills necessary for advancement to college-level English courses while reducing the number of courses students need to complete. The math department identified and developed developmental math modules (II.A.57) for assisting students in mastering skills essential for success in pre-collegiate math courses.

Analysis and Evaluation

IVC is committed to meeting educational needs of students in pre-collegiate courses. The College offers pre-collegiate courses in English, reading, ESL, and mathematics to help students improve skills and abilities. Support services and accelerated pathways help students succeed in developmental courses as they progress to college-level courses. The math department has provided students and prospective students access to tutorials and sample tests to help them review concepts, with the goal of placing students into higher math courses, thus reducing or eliminating exit points for students.



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 <u>II.A.58</u>), IVC requires a minimum of 18 units in a major or area of emphasis as part of the minimum total of 60 semester units required to earn an associate degree (II.A.19).

The breadth, depth, quality, rigor, time to completion, and course sequencing for the College's programs are determined through the established 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* (PCAH) (II.A.60) and the Academic Senate for California Community Colleges' document *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; as a result, faculty expertise ensures academic quality and rigor, and 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 submitted to the state must include a program narrative that details the students' path through the program within two years. All degrees are compliant with federal and state mandates. CTE programs receive (at a minimum) biennial program review (II.A.63). Reviews include feedback from advisory committees to ensure that the coursework and sequencing align with workforce development needs.



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

Using principles guided by access, bottleneck reduction, and increased throughput to increase student success and institutional effectiveness, the Office of Instruction oversees the scheduling component of enrollment management. To provide a variety of opportunities for students to pursue their educational goals, classes are scheduled during day, afternoon, and evening hours, on Saturdays, and online.

Department chairs, in consultation with academic deans, prepare course schedules that enable students to meet course prerequisites and complete programs of study in two years (II.A.64, II.A.59). In addition, in order to reduce bottlenecks and facilitate students completing programs within a reasonable period of time, particularly in impacted areas, chairs and deans use historical enrollment data, the waitlist system, and faculty input to help determine students' demand for courses. Additionally, IVC uses block scheduling (II.A.65), Saturday scheduling and a newly established weekend college program (II.A.66) to allow students who are unable to attend a traditional college schedule to find convenient times to enroll in courses.

Analysis and Evaluation

IVC is currently experiencing scheduling challenges with writing and mathematics courses, which have large waitlists. The institution is working to meet student need, but due to lack of room availability and instructor availability, scheduling and staffing is complicated. In the meantime, the College has improved the waitlist system to give students information about available courses and more accurate data about demand through the use of unduplicated waitlist counts.

Academic planning allows students to complete programs in a timely manner. IVC has a strong counseling program that provides student with tools to plan effective academic schedules: Two-Year Plans, My Academic Plan (MAP), and, depending upon a student's goals, 0.5 unit counseling courses for completing IVC GE, IGETC, and CSU GE patterns (II.A.53, II.A.67, II.A.22). Students are encouraged to complete a comprehensive MAP prior to registering for classes. Please see Standard II.C for more information about support services.



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.

At the beginning of every semester, to support student success, IVC offers professional development opportunities 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 provide forums for discussions regarding scheduling and best pedagogical practices for their programs (II.A.70, II.A.71). Discussions of outcomes of SLO assessments inform changes and fuel continuing improvement of courses and programs, including appropriate delivery modes.

In support of equity and success for all students, the College employs a full-time alternative media specialist and offers online library resources and online tutoring. Support services are discussed in detail in Standard II.C.

Analysis and Evaluation

By offering courses and support services in several modalities, IVC provides opportunities for all students, regardless of learning style, ability, or location. The College offers courses in varying delivery modes, and tracks enrollment, retention, and success by 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.

In order to address learning styles and improve student contact, the Online Education Task Force supports universal design and best practices for online teaching. Faculty are encouraged to use multiple modes of instruction involving a combination of audio, visual, written, and kinetic activities. Faculty members are 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), a program that addresses different learning styles through 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 relies on math, 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 placements and performance. IVC uses multiple measures that allow placements using AP exam scores, grades/transcripts from other accredited colleges and universities, and high school GPAs and high school transcripts.

Analysis and Evaluation

IVC and Saddleback College had been 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 delayed implementation of the CAI because of incomplete assessment validation. In the near future, both 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. In conjunction with Saddleback College, IVC will establish local cut scores. 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 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 students must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted towards a degree and all courses in the major must be completed with a grade of "C" or better (Title 5 § 55063). Certificate awards adhere to the same student academic standards - 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 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. The College follows the State



Chancellor's Office Standard Formula for Credit Hour Calculations. SOCCCD uses a compressed semester calendar, with a semester of 16.6 weeks in length. Utilizing the formula, every 16.6 hours of lecture per semester corresponds to one unit of course credit and 49.8 total student learning hours. For laboratory courses, 49.8 hours of class time per semester correspond to one unit of course credit, which equates to 3 hours per week.

IVC students are awarded course credit in a given course when they achieve the learning outcomes stated in the COR (<u>II.A.108</u>, <u>II.A.109</u>) 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 that determine mastery. Each class must conform to the approved COR, which specifies objectives and outcomes for student learning and methods of evaluation. Policies and practices delineate consistent parameters for awarding units of credit and comply 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 (<u>II.A.79</u>). Information about the transfer of credits is available to students through the college catalog (<u>II.A.79</u>), counseling services (<u>II.A.51</u>), the transfer center (<u>II.A.80</u>), and the college website. IVC maintains articulation agreements with both in-state and out-of-state colleges. Articulation information is available at ASSIST.org (<u>II.A.20</u>).

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 student transcripts and periodically request that students submit a copy of a syllabus or COR from the transfer institution. Prior to entering into articulation agreements and submitting ASSIST updates, the articulation officer is responsible for verifying the alignment of learning outcomes.



Analysis and Evaluation

Students attending IVC may apply lower-division units earned at regionally accredited institutions. Evaluators in A&R review courses to establish equivalency consulting the articulation officer and academic departments as necessary. To facilitate the lateral use of courses among the Region 8 colleges for the associate degree general education and major requirements, IVC has agreements with 13 other regional community colleges.

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.81). All program and course student learning outcomes map to one or more ISLOs (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 develop skills in quantitative analysis, analytic inquiry and critical thinking, while expanding their information and communication competency and ability to appreciate diverse perspectives and understand ethical reasoning. In addition to ISLOs, as appropriate to the program, certificates in CTE areas include program-specific skills required in the workforce.

Table II.A.2: Desired Competencies and Corresponding Institutional Student Learning Outcomes

Competency	Institutional 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.



Competency	Institutional Student Learning Outcomes
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 one's own.
Engage in Diverse	Demonstrate and observe sensitive and respectful treatment of
Perspective	diverse groups and perspectives in a variety of settings.

Analysis and Evaluation

All degrees offered by 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 through the Global Awareness ISLO, which states that students should, upon leaving IVC:

- 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 requirements for an AA or AS at IVC include course completion in areas that promote student understanding and appreciation of diverse perspectives: social sciences; cultural diversity; humanities; and fine arts and languages. Students obtaining a degree from IVC must complete a minimum of four courses that emphasize 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 <u>II.A.58</u>) requires a component of general education for associate degree awards (<u>II.A.22</u>). Relying on faculty expertise through the Curriculum Committee, SLO Task Force, and Academic Senate, IVC has developed the general education philosophy statement that is published in the catalog (<u>II.A.87</u>). IVC 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."

To obtain a degree, students may follow one of three general education plans; specifically, the CSU Certification, IGETC, or 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, for all IVC degree programs, a substantial component of general education is required. Faculty, in conjunction with 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, ensuring that students develop the commensurate intellectual skills and knowledge (irrespective of the specific 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 <u>II.A.58</u>), all degree programs include a major (i.e. a focused area of study) (<u>II.A.88</u>). To receive an associate degree, students must complete a minimum of 18 units in a major or area of emphasis. Student learning outcomes (<u>II.A.19</u>) for all degree programs reflect established competencies established for degrees 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 through a review process that ensures programs focus on student learning outcomes and competencies appropriate for the field of study.

IVC offers six degrees with areas of emphasis (<u>II.A.19</u>). During the 2015-2016 academic year, the curriculum committee initiated a review process of these degrees (<u>II.A.90</u>). Faculty discipline experts, in consultation with their departments, have been tasked with identifying core courses, where needed, and reviewing interdisciplinary elective courses. The review process is scheduled for completion in 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, prior to approval, curriculum is approved through local consortia LAOCRC. CTE programs are reviewed biennially using labor market and employment forecasting information (<u>II.A.63</u>, <u>II.A.91</u>, <u>II.A.92</u>, <u>II.A.93</u>, <u>II.A.94</u>). Each program has annual



advisory committee meetings (<u>II.A.95</u>, <u>II.A.96</u>, <u>II.A.97</u>), and the IVC CTE Task Force meets monthly to discuss curriculum, pedagogy, and industry needs, and provide training (<u>II.A.26</u>). **Analysis and Evaluation**

Using a variety of data resources to assist with program planning and approvals, as well as course/program revisions, and with the goal of meeting the employment needs of the occupational segment of the College's student population, the programs/schools in career technical education (CTE) stay current on the labor environment in Orange County (II.A.98). The faculty and deans of CTE programs respond to labor market data trends through discussion, program review, possible course and/or program revision, and new program development, when feasible. The CTE 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 and Technical Education Employment Outcomes Survey (II.A.99) yearly and provides 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

The IVC program discontinuance/elimination policy was revised in 2005 and again in 2012 (II.A.100, II.A.101). In the event of a recommendation to modify or phase out a program, the vice president for instruction charges the respective school dean to prepare a plan for modifying or phasing out the program according to 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 is course substitution.

Analysis and Evaluation

Program discontinuance discussions are rare at the College. Since the 2010 Accreditation Self Study, only one program discontinuance discussion has taken place. From 2011-2012 the Electronic Technology Program Discontinuance Task Force relied on 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 Two recommendations had been satisfactorily addressed. The task force then 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

Through program review, the College regularly evaluates and improves the quality and currency of all instructional programs irrespective of the mode of delivery (<u>II.A.30</u>, <u>II.A.2</u>). The Program Review Process is supervised by the College's Institutional Effectiveness Committee (<u>II.A.104</u>). 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 patterns; its relationship to student activities, clubs and co-curricular activities; program-related professional development activities; program effectiveness; service to students; SWOT analysis; student learning outcomes; and program objectives, strategies and action steps (<u>II.A.30</u>, <u>II.A.105</u>, <u>II.A.42</u>, <u>II.A.9</u>). 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 (<u>II.A.106</u>, <u>II.A.107</u>). 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 data necessary for a robust program review process that allows program evaluation 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

To support student learning, Irvine Valley College offers a large and well-staffed library, six learning centers, and 257 computers. 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	164
Orientations and Learning Workshops)	
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 relies on both faculty expertise and library association recommendations. 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 campus learning resource centers (LRCs), which provide instruction and/or tutoring. When considering and planning for the effectiveness of services. the LRCs 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 (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 through 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 fund materials, staffing, technology and/or facilities.

Based on collection development statements posted through the library's website (<u>II.B.9</u>, <u>II.B.11</u>), librarians routinely conduct collection analysis to determine the appropriateness of material. Discipline faculty from the library and the student learning resource centers attend conferences to learn about innovations and best practices in disciplines and, in turn, consider new materials, products, and technology at 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 achievement.

The equipment and materials that support student learning for all students, including those taking online courses, include the following: 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	Course learning management systems
Canvas	
Library Databases	Fifty databases including Academic Search Premier (EBSCO)
Pharos	Online printing
Blackboard	Video conferencing and online collaboration learning tool
Collaborate	
Libcal	Online room reservation system
Smartthinking	Online tutoring

Analysis and Evaluation

When a new course is launched, librarians are informed through CurricUNET. 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 liaise with faculty; this liaison attends faculty meetings, solicits faculty feedback through emails, and provides an online forum where faculty, staff and students make recommendations on materials. For more extensive resources, such as databases and eBook collections, the library relies on recommendations from faculty, CCCL recommendations, and its internal collection development statements to determine sufficiency (II.B.11). Once a given resource is identified as necessary, the library enters resource requests for funding the items.

The learning centers at IVC are tied directly with course curriculum, such as the Math, Writing, Adult ESL, and Language Acquisition Centers. Direct connections with courses guide the centers' use of software and materials. The Language Acquisition Center uses a variety of measures to assess the depth and variety of materials to meet student needs. Via a student survey, an SLO is assessed to measure students' perceived lab benefit, improving writing, reading, listening, and speaking skills for all language lab sections. In addition, the ESL Basic Skills Initiative project funds ESL student and faculty surveys that specifically measure use and effectiveness of ESL lab software.

The library solicits faculty and student recommendations for distance education (DE). 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 unable to come to campus. The IVC library houses computers available to 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 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, including the institution's program review process and analysis of survey and SLO data (<u>II.B.10</u>, <u>II.B.3</u>, <u>II.B.8</u>, <u>II.B.5</u>, <u>II.B.6</u>), to assess the adequacy of its library and learning centers. 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. Results are discussed collaboratively and become the basis for the improvement of the library and the learning centers. The library generates statistics using gate counts, circulation, and reference desk transactions, workshops, and orientation attendance 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 enrolled students. The results consistently demonstrate that 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, in these courses both the use and effectiveness of the lab services are measured throughout the semester.

The Student Success Center (SSC) engages in research studies with the IVC Office of Research, Planning and Accreditation (<u>II.B.6</u>). Quantitative studies have considered traditional outcome measures, such as course retention and GPA, with a matched control group to determine whether students receiving tutoring are more successful. Every semester, the SSC also surveys students via a self-report measure indicating the effectiveness of



tutoring and responding to an open-ended question about the SSC's strengths and areas for improvement. Qualitative studies have involved researchers observing and rating tutor and tutee interactions, then grouping behavioral findings into traits or trend categories such as course completion or course grades, which are compared to objective measures (II.B.6).

It is important to that equitable services are provided for DE students. While the library is unable to distinguish DE students who use the library from students 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 to assess and ensure the quality of contracted services. Table II.B.4 contains examples of outside vendor services provided that 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	Accessible library resources	
	System	and resource management	
Library	YBP, GOBI	Collection development and	
		tracking; databases; periodicals	
Library	SpringShare LibApps	Statistics, for LibGuides and for	
		LibCal (study rooms)	
Library	LibAnalytics	Statistics	
Library	3M	Gate counts	
Student	Smarthinking	Online tutoring	
Success Center			
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 the security, maintenance, and reliability of services provided by outside vendors. The library and the learning centers utilize data to analyze and review service usage to ensure accessibility of services for students. Examples of data from these services 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 previous vendor did not meet student needs. In a collaborative effort, IVC and Saddleback faculty and staff reviewed options and determined that beginning summer 2016, Pharos would serve as the vendor for printing services. The new print system was fully implemented in fall 2016 and to date has been evaluated as serving the campus' needs effectively.

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

Student support programs and services for students include the following: Admissions and Records, the IVC bookstore, the Bursar's Office, CalWORKs, the Career Center, the Child Development Center (CDC), Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS/CARE), Financial Aid, Guardian Scholars (foster youth support), the Health and Wellness Center (HWC), International Student Program (ISP), Outreach and Community Relations, the Student Ambassadors program, Student Life, Student Equity, Student Success and Support Programs (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).

Generating innovative ideas to accomplish this mission is 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 initiative designed 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. Among these students are 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 institution's diverse student population and to support the mission of the institution, the 2016 Laser Week student orientation partnered with ELEVATE AAPI and Student Equity to integrate cultural diversity and learning into the orientation to the College.

The institution ensures quality by conducting a comprehensive program review that includes measurable student services learning outcomes (SSLOs) every 3 years (<u>II.C.4</u>, <u>II.C.5</u>, <u>II.C.6</u>, <u>II.C.7</u>, <u>II.C.8</u>, <u>II.C.9</u>, <u>II.C.10</u>, <u>II.C.11</u>, <u>II.C.12</u>). Surveys ensure that students meet the individual learning outcomes established by each department (<u>II.C.13</u>, <u>II.C.14</u>, <u>II.C.15</u>, <u>II.C.16</u>, <u>II.C.17</u>, <u>II.C.18</u>). Student service programs assess student satisfaction with services



and initiatives through participant evaluations, student comment cards, and surveys. Responses to student responses are evidenced by the changes made to Fast Friday events, which allow students to complete assessment, advisement and orientation in one day. In response to feedback from participants, the Fast Friday format was changed to decrease the time required (II.C.19). In conjunction, Laser Week, an IVC student success initiative created to promote student engagement and address the number of students who failed to complete the matriculation steps for the upcoming semester, conducted satisfaction surveys; the results will be analyzed (II.C.20). The Freshman Advantage Program (FAP) was internally analyzed; it 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), complete the core GE courses (7.5 points higher) and complete Basic Skills courses (7.5 points higher) (II.C.21) than their non-FAP counterparts.

In line with the established mission, programs solicit advisory board feedback, which is used for program and service improvements. Advisory board meetings also provide ways to provide information to local partners and vested community members (II.C.22, II.C.23). To ensure program compliance and effectiveness, the state chancellor's office conducts annual program audits on categorical programs offered at Irvine Valley College (II.C.24). Most recently, categorical funding has established and enhanced support services offered by IVC. SSSP funds support the core services of assessment, orientation, advisement, and follow up, and Student Equity funds mitigate disproportionate impact found in student groups based on gender, ethnicity, age, disability status, socio-economic status (SES), and foster youth or veteran status (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 regard 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 that supports populations of non-traditional students with specialized needs and challenges. Details can be found on pages 58-59 of the plan (II.C.28). Currently in the planning phase, the re-entry center will be open to students in spring of 2017.

Student support services have experienced the greatest transformation with regard to services for distance education (DE) students. In response to the growing enrollments in distance education, student support services are now available online. An overview of services available via different modalities is outlined Table II.C.1.



Analysis and Evaluation

To further address the needs of the College's diverse student population, IVC ensures inperson assistance is available during evenings and weekends. The student services areas that experience the highest volume of student contacts (Admissions and Records, Counseling, and Financial Aid) have all increased available hours to address the needs of students enrolled in evening courses. For example, the Counseling Center is open until 7 p.m. 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 for guiding practices that increase 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 student 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 ways to best support the activities, needs, wants, and concerns of their peers. Results of their discussions will be shared with the Online Education Task Force.

Table II.C.1: Overview of Services Available via Different Modalities

Student Service	In Person	Evening*/ Saturday	Info/Docs Online	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	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, II.C.80)
12. Health and 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 5 p.m.

The College meets 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. 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 TracDat information is used.

Evaluations are assessed by the Office of Research, Planning and Accreditation and reviewed by the vice president for student services (<u>II.C.36</u>, <u>II.C.37</u>). Results are presented at a subsequent Student Services meeting and, where appropriate, changes are implemented. The evaluation process is detailed as part of the Office of Student Services Administrative Unit Review (AUR) (<u>II.C.38</u>).

Programs complete annual updates to comprehensive 3-year reviews (<u>II.C.4</u>). 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 effectively measure student support outcomes (<u>II.C.39</u>). Program reviews are evaluated according to assessment methods that ensure the AURs and SLOs/SSOs function at sustainable levels. All outcomes assessed and changes to programs implemented contribute to the assessment process results.

For instance, over 50% of the students polled in the 2011 Student Satisfaction Survey expressed concern either that their current financial status would interfere with their studies or that they would be unable to attend IVC without financial assistance. When surveyed in spring 2012, 83% of students indicated that they knew how to apply for financial aid and 71% responded that they knew how to complete files in order to receive financial aid. However, as late as 2013-2014, only 34% of students attending IVC received financial aid. The financial aid office addressed student concerns by sending follow-up missing document emails and removing unnecessary document requirements, most notably the requirement of a driver license for each student. The initial actions of communicating more regularly with students and removing unnecessary barriers to access has resulted in increased numbers of students receiving financial aid (37%). Given time, access will becomes less and less of an issue due to easier accessibility.

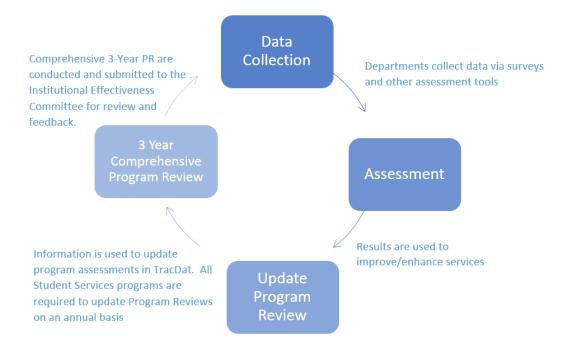
The Health and Wellness Center receives continuous assessment data via annual student surveys. Students complete satisfaction surveys after each Health and Wellness Center visit, and data determine necessary changes. This drives the services provided to students. Additionally, students are now being provided with increased mental health programs,



including suicide intervention workshops for staff and faculty to promote education on what to do in a crisis. Sexual assault/consent classes are now being given 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 students through classes and group meetings, and has grown annually by 10% per year.

The Veterans Services Center also conducted an assessment in spring 2014 to implement needed changes for fall 2014, and implements a follow-up survey each spring 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 ensure 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 a 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.79).





Analysis and Evaluation

As demonstrated by regular training, meetings, and evaluation of Student Services staff and administration, student and staff surveys, open forums, listening sessions and SSOs, 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.

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 divisions of Admissions and Records; the Child Development Center; Counseling; Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKs); Financial Aid; Health and Wellness Center; International Student Center; Office of the Vice President for Student Services; Student Life and Student Equity; and Veterans Services Center.

Analysis and Evaluation

Irvine Valley College (IVC) student support services provide essential services to students via outreach, assessment, orientation, advising, counseling, registration, financial aid, health, veteran services, EOPS, CalWORKs, disabled students, student life, and child care through a complete range of programs and services that focus on academic success and personal growth. Student services assist students in completing institutional learning outcomes and improving cultural competence and development in life, while expanding their educational goals.

Access to a broad range of student services is available in the Student Services Center, located in the center of the campus with easy access and visibility. All student services departments provide remote access to complete and comprehensive program information with descriptions of services, location, hours, contact information, and online documents on



the IVC website under Student Services. Student services departments also have face-to-face, web, email, phone, and fax access. Online services have allowed greater accessibility while adapting to the needs and uses of the student population that utilizes online, digital and remote devices in their educational needs.

Analysis and Evaluation

Regardless of service location or delivery method, the student support programs at IVC assess and provide for students' needs, as evidenced by the implementation of changes prompted by student surveys and student comment cards. Through the Office of Research, Planning and Accreditation, student surveys are distributed both in person as well as emailed. Following are some examples of ways in which information is solicited and used.

Program/Location	Implementations
Child Development Center	The enrollment process is used to acquire information about the primary languages spoken by enrolled families. This information is used to ensure cultural sensitivity is provided to enrolled students.
DSPS	DSPS students are surveyed throughout the year, through both on- campus surveys and via e-mail from 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 had not been offered during this time. To accommodate student needs and ensuring them access to services, the DSPS office has extended operating hours to 7 p.m.
Veterans Services Center	A 2014 online survey of all students who use the VSC indicated that 85% of the respondents did not take advantage of services offered by DSPS. As a result, a strong collaborative effort between DSPS and VSC, including monthly outreach presentations and training of the veteran's counselor, has been implemented to authorize and approve DSPS accommodations.

Based on feedback to improve the services offered to students, at a programmatic level, programs implement changes. The Child Development Center has revised their Student Guidelines, provided to students and their families prior to entering the classroom, which inform students in the Child Development Center program of practices, policies and procedures that outline the expectations in the center. Recommended changes based on the student feedback emphasized discipline and guidance.

Admissions and Records partnered with the bursar's office to administer a student survey in 2011. One of the questions asked students whether they knew when their upcoming registration appointment information was released. The results indicated only 68 percent of



students were aware of times when appointment information were 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 accounts, and run announcements on the IVC campus marquees in an effort to alert students of registration times for the next coming enrollment term. In 2014, as a reminder of their appointments, correspondence was sent to students three days before, and the day of, registration times. To determine the effectiveness of these efforts, the Office of Research, Planning and Accreditation worked with Admissions and Records to determine changes in registration appointment time usage.

A student survey completed for the counseling department in spring 2011 determined that 85 percent (214/253) of respondents expected to transfer. The following services have been expanded and/or created as a result of the counseling survey responses:

- The Transfer Center coordinator/counselor position was increased from a 50 percent assignment to a 100 percent assignment.
- The articulation officer/counselor position was increased from a 75 percent assignment to a 100 percent assignment.
- Monthly counselor training was established to ensure that counselors are aware of changes to the transfer process/requirements, best practices, opportunities to meet with university transfer representatives for overviews of admissions process/requirements, to review case studies, and to provide counseling updates.
- Transfer-related workshops and transfer institution tours were expanded.
- An academic planning lab (MAP Lab) has been created so that students can work on academic plans independently or with the assistance of a counselor.
- Hours in the Counseling Center were expanded on Fridays to 8 a.m. 5 p.m. (from 8 a.m. 12 p.m.). Saturday hours are now from 9 a.m. 1 p.m. The Transfer Center expanded its evening hours from 5 p.m. to 7 p.m. Monday through Friday.

In the VSC, an annual anonymous survey is distributed to all students identified as a former/current military service member by the office of Research, Planning and Accreditation (II.C.42). Results from the 2015 survey showed the following changes from 2014:

- a) 6 percent increase in enrollment
- b) 11 percent increase in persistence rate.

The increases were identified as resulting from additional support services provided in the VSC. The survey also revealed that 85 percent of veterans do not utilize DSPS services. As a result, a DSPS specialist or counselor will attend VSC meetings, workshops, and events to provide access and to familiarize veterans with the support services provided through the



DSPS office. Also included in the plan of action is the installation of accommodated software programs in the VSC computer lab. From 2014 to 2015, survey results indicated a larger percentage of respondents scheduled and were satisfied with the increase of psychologist appointments to 4 days per week to assist veterans with acclimation and daily life situations. In addition, the number of financial aid applications submitted and completed increased from 2014 to 2015 by 11 percent and the number of Pell Grants increased by 4 percent.

The Health and Wellness Center survey found that facilities were not adequate, time of wait was long, services were not efficient or sufficient, and the center itself was dirty. Post survey, a restructure plan was developed and new staff were hired, the Health and Wellness Center flooring was replaced, new equipment and furniture was ordered and installed, and staff were trained on efficient ways of assisting students with up to date equipment, as well as how to use a new medical record system. Within one year, the satisfaction survey responses had improved significantly, with an overall satisfaction rate of over 94 percent.

The College meets the standard.

Plan

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
CCC Assess	Contract with testing service	Admissions/	Spring 2017
Implementation		Records	
ATEP Increase	Involvement in construction site build	VPSS	Spring 2019
Student Services at	to accommodate Student Services such		
Site	as health services, financial aid,		
	counseling and others at site.		
Degree Audit Beta	Admissions personnel completion of	Admissions/	Spring 2017
Testing	degree audit beta testing, student self-	Articulation/	
	service online testing, students run own	SSSP	
	degree progress and audits to note		
	progress toward degrees.		



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 13 athletic teams. With operational support from the Office of Student Life, students can participate in eight co-curricular programs including athletics and over 40 individual student clubs and organizations.

The co-curricular programs at IVC are Administration of Justice, Athletics, Dance, Forensics, Model United Nations, Phi Theta Kappa, Psi Beta, and Wind Symphony. The College's diverse student clubs and organizations represent academic, career, community and service learning, honor societies, leadership, multi-culturalism, and special interests.

Oversight of co-curricular and extra-curricular programs is facilitated by the Office of Student Life and directly supervised by the individual program instructional deans. Each program has a faculty advisor and funding provided by ASIVC. On an annual basis as part of the ASIVC budget allocation process, co-curricular programs are expected to submit a calendar of events and activities, strategic goals, and objectives. 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 instructional deans.

Co-curricular programs require three components: tied to instruction, competitive in nature in areas of instruction, and student course enrollment.

Section 11.02 of the ASIVC Constitution and Bylaws, Designation of Clubs and Programs states:

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 (<u>II.C.43</u>).

In addition to training workshops, a co-curricular handbook, based on the rules and regulations outlined in the ASG of IVC Constitution and Bylaws, addresses issues of budget, finance, activities, rules and membership criteria. It provides guidelines and procedural information for the expectations of co-curricular programs. Currently ASIVC is in the process of updating their constitution and bylaws; a revised co-curricular handbook was finalized in December 2016.

ASIVC ratified four goals to better focus their efforts, address student concerns and align with the mission of the institution in 2015-2016. These were services and activities, student leadership development, facilities and technology, and fiscal management. In doing so, they updated their organizational structure to add several new committees: Community Outreach, Diversity and Student Equity, Facilities and Technology, and Leadership Development. These augment the 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 programs serve on a wide variety of campus committees, work groups, and task forces (II.C.44). Students who serve on ASIVC committees also serve as the liaisons to related campus committees, work groups and task forces to enhance the shared governance process.

Following strict guidelines according to college protocols, budgetary decisions are made as they relate to the college wide process. In order to evaluate the quality and effectiveness of co-curricular and extra-curricular programs, the Associated Students of IVC (ASIVC) implemented an annual allocation budget process that include mid-year program and goal updates. ASIVC is in the process of working with the Office of Research, Planning and Accreditation to develop a required assessment template administered at the end of each academic year. In addition, as a part of the budget development process, each department that receives ASG funding will be expected to provide updates on strategic goals and data results of assessments implemented throughout the year.

Irvine Valley College athletics programs provide students with a wide spectrum of intercollegiate activities. Athletics is housed in the School of Kinesiology, Health and Athletics. IVC draws student athletes from throughout Southern California and beyond, and student athletes span all socio-economic, racial, ethnic and cultural demographics, including significantly higher percentages of Latino and black students 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 College, excelling in enrollments, course success rates, persistence rates, GPAs and transfer rates (II.C.45).

From 1990 through the spring of 2016, Irvine Valley College athletics teams have collected 22 team state championships and 46 conference titles. 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).

As part of its operational philosophy, intercollegiate athletics relies on print and electronic media announcements to promote athletics. The program works to ensure high program standards and personal integrity. It is important to note that IVC is among the few colleges statewide (both 2-year and 4-year) in compliance with the strict proportionality test of Federal Title IX laws. As part of athletic competition, athletics has the support of a designated counselor who emphasizes student responsibility in representing the College, its students, the faculty and staff, and current and future alumni.

Student athletes are provided access to a student athlete handbook that includes pertinent information on activities and obligations, copies of documents required to be signed, slides from the orientation, and resources available 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 promotes and supports social and cultural dimensions. The College has strict budget guidelines that require campus wide participation and mid-year updates on program goals and allocations.

Based on an analysis of the evidence, Irvine Valley College meets 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 Irvine Valley College (IVC) Counseling Services is to support the College's students in achieving academic, career and personal goals, through academic and career planning and strategies for effectively dealing with 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 Programs and Services (EOPS), Student Success and Support Programs (SSSP), Disabled Students Programs and Services (DSPS), and Student Equity. Academic, personal, and career counseling services are available to all IVC students and potential IVC students at any time the Counseling Center is open. The IVC Counseling Center is open and available to students Monday through Thursday from 8:00 a.m. – 7:00 p.m., Friday from 8:00 a.m. – 5:00 p.m., and Saturday from 9:00 a.m. – 1:00 p.m. Saturday counseling hours were added in spring 2015 to better serve weekend students 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 catalogs, handbooks, planners, campus monitors, outreach events, and direct referrals.

Counseling and Academic Advising Programs Support Student Development and Success

The college commitment to student success is reflected in innovative services provided to students served by the Counseling Department:

1. Stress Busters workshops with topics such as Mindfulness and Meditation.



- 2. The Freshman Success Program, which offers a guaranteed schedule for incoming freshmen. This program consists of four CSU general education courses, including a counseling course on study skills.
- 3. Fast Fridays, which are available to incoming freshmen who want to complete English and math assessments, attend a campus tour and group advisement, and complete their first semester educational plans in one day in order to secure an early registration time for the fall semester.
- 4. Laser Week, a way for new students to participate in student success workshops, learn about academic programs, and connect with faculty before the beginning of the 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, the DFM program was launched in fall 2015. Counseling faculty partner with discipline faculty to provide additional academic support. Discipline faculty advise students on what careers may be associated with specific discipline majors, recommend course sequences, and offer tips to students on success 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 achievement gaps and valuing students from various demographics. This event served as a professional development opportunity for all IVC counselors. The content of the workshops gave IVC counselors opportunities to develop skills and strategies for effectively engaging with the College's diverse student population.

In spring 2016, counselors participated in a book review of *Redesigning America's Community Colleges* by Bailey, Smith, Jaggars, and Jenkins. Counselors focused on ways to better engage students, as well as ways to orient and retain students as they achieve academic goals (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, counselors attend monthly sessions where they review changes, provide updates, and refine skills related to counseling (II.C.49, II.C.50). In addition, to ensure they have timely access to information, 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.



Orientation of Students on Academic Requirements

Counseling services are provided in the following formats:

On-Campus Counseling

• 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 Dropin Counseling stations located in the lobby of the Counseling Department.

Distance Education Counseling

- Online counseling through the Counseling website is accessible 24 hours a day, 7 days a week. Students submit questions online to counselors and counselors respond as appropriate. The 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 FAQs (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 services.

My Academic Plan (MAP)

Students are able to create education plans online via the student portal MySite. MAP provides students with all of the information regarding 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 was instituted in 2007.

MAP Lab

Open since spring 2016, this open entry, open exit counseling computer lab allows students to get counseling assistance with completing their comprehensive academic plan.

Academic Counseling Courses

In spring 2014, specific counseling courses were created to assist students with planning their courses and completing their educational goal in a timely manner. Counseling 2 (University of California Student Education Plan), Counseling 100A (AA/AS/Certificate Student Education Plan), and Counseling 100B (California State University Student Education Plan) are .5 unit courses detailing course requirements for degree objectives; students complete comprehensive academic plans on MySite.

The IVC Transfer Center provides UC, CSU and independent college and university 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 evening, including Saturdays, by appointment or on a drop-in basis.

In addition, counselors are assigned to work with CARE, CalWORKs, CTE, DSPS, EOPS, Guardian Scholars (foster youth), honors students, international students, re-entry students, student 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 works 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 advocate for advising and counseling needs (II.C.51).

The College has a defined 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 and student evaluations of the faculty member. Tenured faculty are then evaluated every three years through a process that includes student input. Part-time faculty are evaluated during their first semester of assignment and each sixth semester that follows.

Counselors also teach courses designed to facilitate personal and career exploration and development and academic survival skills. The counseling curriculum incorporates academic advising, student development and career exploration.

Based upon the analysis of the evidence, Irvine Valley College has met Standard II.C.5: Student Support Services: Advisement. The College will continuously monitor its progress through self-evaluations, SSO and employee evaluations. In meeting student needs, the College will strive to stay current and update processes in the areas of technology (expanding delivery of counseling services, marketing services to students, and providing online accessibility to student success resources).

The College meets the standard.

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,	fall 2017
Counseling 1 Tocess	such as Concald.	Technology Task Force	



Objective/Action	Resources Needed	Responsible	Expected
		Party	Completion Date
Student Success	Videos and content to	Counseling	spring 2018
Webpage with	be included on	Faculty, IT,	
Information, Videos	website, including, but	Fiscal	
and Resources that	not limited to: student	Services,	
Promote Student	testimonials, videos	Technology	
Success (i.e. Time	on student success,	Task Force	
Management, Study	how to videos,		
Skills, Recognizing and	workshop videos.		
Relieving Stress)			
Review Of Marketing	Task force or retreat to	Counseling	fall 2017
and Promotion of	review current	Faculty, IT,	
Counseling Services	practices and ways	Technology	
	current/new	Task Force	
	technologies can be		
	leveraged for further		
	exposure.		

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 (<u>II.C.1</u>, <u>II.C.52</u>).

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 a 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, which provides an early registration opportunity in an effort to promote enrollment in math and English or ESL courses in the student's 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.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 it completes the approval process, the certificate/degree will be available to students via print or online catalog. Certificates, associate degrees, associate degrees for transfer, and transfer pathways to UC or CSU campuses also are available to students on MySite under My Academic Plan (MAP). Prerequisite courses are included based on a 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).

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 a combination of hybrid, traditional and online formats. The College also 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 included the development 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 college's participation in the American Association of Community Colleges (AACC) Pathways Project, it will 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, Irvine Valley College (IVC) has 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 that 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 Irvine Valley College has a TOEFL waiver agreement (II.C.68, II.C.52 pg. 13).

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 use an assessment not on this list for math and ESL; thus, the College must independently validate the instrument to ensure there is no bias or disproportionate impact, and to ensure appropriate placement.

The SSSP Work Group 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 student gives to questions 15 and 16 of the Irvine Valley College Student Services Survey, which 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 provided in PDF files that can be accessed free of charge on the math department and Assessment Overview webpages.

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 (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 the 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 simultaneously.

The College meets the standard.



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 (<u>II.C.73</u>). The primary repository for student records is the district Student Information System (SIS). Paper files are destroyed in accordance with Board Policy and Administrative Regulation 3310, the District's Records Retention and Destruction Policy (<u>II.C.73</u>, <u>II.C.74</u>, <u>II.C.75</u>).



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 are stored in a database server.

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 offer 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 an off-site LiveVault archive service. Off-site backups are performed through an encrypted tunnel and the data is stored 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 Board Policy 5615 and Administrative Regulation 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. The Office of Admissions and Records staff receive regular FERPA training and updates. FERPA training for all student services staff is also provided each semester. Other college staff and faculty are informed of FERPA requirements through Professional Development 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. HIPAA 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 Admissions and Records when received from the Office of the Vice Chancellor of Human Resources.

IVC recently implemented a new online discipline document and tracking 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 its server off-site. Advocate was implemented campus wide in spring 2016. The decision to use Advocate was made due to IVC's relationship with adjacent University of California institutions that 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.

The College meets the standard.

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 do the following:

Objective/Action	Resources Needed	Responsible	Expected	
		Party	Completion Date	
Offer additional	Identify an available	Office of	fall 2017	
training on FERPA	product/module that	Admissions		
policies, including	the Office of Human	and Records;		
coordination with	Resources can	Office of		
Human Resources to	purchase or use for	Human		
offer an online module	new employee	Resources		



Objective/Action	Resources Needed	Responsible Party	Expected Completion Date	
on understanding the	orientations and for			
requirements of FERPA	current employees.			
for new employees.				
Develop a data handling	Participation from	To be	spring 2018	
manual as a resource	constituent groups at	determined		
for college employees	Irvine Valley College			
who manage student	and district wide to			
information, in	produce a			
conjunction with	comprehensive			
Saddleback College and	manual.			
District Services.				





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).

Introduction

Irvine Valley College improves academic quality and institutional effectiveness by responsibly planning, allocating and using its human, physical, technological, and financial resources. In response to IVC's 2010 Accreditation Report, three of the 12 ACCJC recommendations required for reaffirmation of accreditation centered on planning and resource allocation.

- District Recommendation 2: The teams recommend that the district and the colleges develop and implement a resource allocation model driven by planning that includes all district funds and is open, transparent, inclusive, and that is widely disseminated and reviewed/evaluated periodically for effectiveness.
- College Recommendation 1: In order to improve institutional effectiveness, the team recommends that the college complete its evaluation component of the planning process to include frequent updates of strategic planning at the department level through both program review and annual program review linked with resource allocation.
- College Recommendation 5: In order to improve, the team recommends that the college implement its Technology Master Plan 2010-15 and develop and implement an assessment to measure its effectiveness.

As outlined in the 2013 Irvine Valley College Midterm Report and the discussion that follows in Standard III (where evidence of meeting the standard is presented), SOCCCD and IVC have made and continue to make improvements in the transparency, inclusiveness, and effectiveness of resource allocation and district wide and college planning.

The college and district strategies for improving planning and resource allocation include the following:



- Continued use of representative district wide resource allocation committees including DRAC, BAARC, CIC, and DWTC to transparently distribute resources (III.B.3; III.B.4; III.D.1)
- Previewing and updating the SOCCCD and IVC Planning and Decision Making Manuals (I.C; III.B; III.D; IV.A; IV.D)
- Revamped IVC Resource Allocation Process (III.B; III.D; IV.A; IV.D; QFE)
- Survey data used to assess the effectiveness of the district wide resource allocation and planning committees (III.D; IV.A; IV.D)
- Survey data used to assess the effectiveness of the distribution of technological resources at the College (III.B.2; III.C.1; III.D.5)
- Updating the Technology Master Plan (III.B; III.C; III.D)
- Continued efforts to integrate district wide and college-level planning (III.B.4; III.C.2; III.D.2; III.D.3; III.D.4)
- Continued improvement in the integration of program review and the resource allocation process (III.A; III.B; III.C; III.D; IV.A).

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 the institution. IVC administration and faculty work together to select highly qualified faculty members who are experts in discipline subject matter of their curriculum and can teach 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, a process that 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, classified managers, classified staff, 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 duties, responsibilities, and authority of the position.

Analysis and Evaluation

The College's hiring process is based on well-defined hiring criteria, faculty involvement, advertisement and verification processes that 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 human resources and 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. The classification consultants review the needs of the position and create an appropriate job description in accordance with the needs of the department, ensuring the job description 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 the California School Employee Association (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 Administrative Regulation 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 may 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 teaching demonstrations 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 demonstrations related to a DE course (IVC DE Handbook III.A.9).

The College is in the process of improving its part-time faculty hiring process (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 by chair, or designee, of the corresponding department with full-time faculty members of the committee, who 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 administrator/manager and classified position descriptions, including required and desirable qualifications, is 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 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. Discipline experts 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



Administrative Regulation 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 checks. The hiring committee determines whether questions and/or teaching demonstrations 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 demonstrations 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 for determining the qualifications of faculty and staff involved in offering DE have taken place primarily at Online Education Task Force (OETF) meetings. The Online Education Strategic Plan (approved in May 2016) (III.A.16) and the *IVC Distance Education Handbook* provide 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. Recent changes to the faculty evaluation process have been viewed positively by both the faculty and administration. The revised process is found in the collective bargaining agreement under Article XVII: Faculty Evaluations (III.A.21). In addition, at this time, the District is working on developing and implementing a new evaluation form, forthcoming in fall 2016 (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 strictly managed hiring process, coupled with highly rated academic administrators and other employees with responsibilities in educational programs and services, ensures that applicants possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

The college community's perception of IVC administrators' qualifications is 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 employment, physical testing and background checks, as required for the positions, are conducted by the OHR or the College. Selected applicants 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 a certified evaluation with translation is not submitted, the application is considered incomplete.

Analysis and Evaluation

To date, the District's hiring policies and processes have yielded highly qualified employees because of the consistent implementation of its policies and 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 that 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 have 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 evaluation process for tenured and part-time faculty is designed "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; part-time faculty are evaluated during the first semester of their assignments. Subsequent evaluations occur every sixth semester, during which an instructional assignment is held 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 improvements are included in the plan of action, including the detail of activity for enhancement, dates 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 (<u>III.A.23</u>), 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 (<u>III.A.24</u>).

In accordance with the CSEA contract (<u>III.A.7</u>), each permanent classified employee receives a written evaluation at least once every two years. New employees are on probation for 12 working months and are evaluated once during the initial six months of employment and again prior to the end of the probationary period (<u>III.A.25</u>).

Analysis and Evaluation

At Irvine Valley College, personnel evaluations are connected and lead to institutional effectiveness and improvement. Each position contributes to 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 classroom assignments and institutional responsibilities (III.A.26). Examples of evaluative criteria that lead directly or indirectly to increased institutional effectiveness and improvement include the following: a) for classified staff: job knowledge; judgment; quality of work; planning and organizing; adaptability and flexibility; and 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, provides for subsequent evaluation of 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 District Faculty Association and the South Orange County Community College District 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 update the program review and resource requests to improve 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 that 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 the number of 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 (FON) set by the California Community College Systems Office and California Education Code §84362(d).

Based upon funding, 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 FON calculations for the most recent 3 years are listed 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 of 366.8
- Fall 2014 Actual P-2 and Compliance Final number were equal at 353.8

The district wide 50 Percent Law calculations for the most recent 3 years were 2015-16 in 53.32 percent, 2014-15 in 51.89 percent, and 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, 79 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, 62 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 Percent 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 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 for instruction and student services (fall 2016 Professional



Development Week <u>III.A.40</u> page 4). In addition, the *Faculty Toolkit* (<u>III.A.41</u>) contains a wealth of information for new faculty, including part-time faculty who may not be familiar with college processes and practices. The OHR has developed a special page called "Part-time Faculty's Assistant" (<u>III.A.42</u>), in order to provide relevant information at the district level. Finally, 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's employment policies and practices 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. This 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 part time faculty agree they feel 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 qualified staff who 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 was 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 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 directors of facilities and capital projects, assistant director of marketing and creative services, assistant director of foundation, director of student success and support programs, and outreach director.

Presently, there are no state requirements and/or formula that 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, 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. Depending on the nature of the change, the new positions go through various vetting processes at the College.

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 resources 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 that 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 that 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 that 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, District Services retains a position of director, human resources, employer/employee relations, EEO, diversity compliance and 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 in Arts degree and the Associate in Science degree. The College offers a variety of courses to fulfill this requirement including courses in anthropology, art, communication studies, dance,



geography, global studies, history, humanities, human development, Japanese, literature, management, music, political science, sign language, and sociology (IVC 2016-17 catalog III.A.53).

The District has written policies and procedures ensuring fairness in all employment procedures, as indicated above. A human resources 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.

Individual programs, practices, and services are evaluated on a regular basis through participant feedback and surveys and the information received is 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 and 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 for 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 did 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 that 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, those 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 that 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 to train personnel with regard 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; and 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 Professional Development 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 Professional Development 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 the college 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 are 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. This comes through planning, oversight and evaluation by the Facilities and Maintenance Operations (FMO) department, 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. These gather valuable data from students, faculty, and staff relating to the 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 services 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; and 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:

- Maintenance Direct Work Order System (III.B.5)
- Irvine Valley College Campus Safety Task Force (CSTF) (III.B.3)
- District 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)
- Online Education Task Force (OETF) (III.B.10)

Analysis and Evaluation

The College meets local, state and federal guidelines for access, safety, security, and construction codes/standards, and presents a healthful learning environment. The facilities are well-maintained and are inspected regularly 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 are responsible for assuring that the ATEP, off-campus, 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 groundbreaking 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 million kilowatt-hours of energy over the next decade.

The College has diligently planned each new building with 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 the maintenance of existing and/or the 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 of 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; or 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 the 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 College program, IVC utilizes the following resources:

Online Education Committee Oversight

The Online Education Task Force (OETF) (III.B.17) provides advice related to student success in online education, which includes online, hybrid courses, and webenhanced courses, to the dean of business sciences, online and extended education and the director of technology services. 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 summarize 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 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 compared to the IVC Student Satisfaction Survey data that 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 was 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.

Facilities and technology evaluations with regard to equipment and the upgrades of existing equipment in the distance education programs are conducted by the director of facilities and 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 (<u>III.B.9</u>) (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, 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 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 college 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 determining 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 for instruction, vice president for 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, which oversees long-term and short-term planning processes including the



evaluation/assessment of existing facilities and the determination of long-range planning goals:

Online Education AUR/Strategic Plan

The methods for ensuring effective equipment utilization in the online program are 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 that 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 by and a resource request is submitted in order to fulfill equipment needs or repairs.

Campus wide Surveys

College wide surveys are conducted annually to 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 for 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 work groups. The four strategic planning committees consider all relevant program and service 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 and Wellness Center and Concession/Athletic Complex 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 (SSC) was identified in the IVC Facilities Master Plan (FMP) for future renovation (III.B.35) to accommodate growth in space-planning. This project is a combination of two projects from the FMP. The Health and Wellness Center relocation project will provide additional square footage in the existing SSC. By relocating the Health and Wellness Center's 1,248 assignable square feet, it allows for vacated space that 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 and 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. Longrange 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 strategic planning objectives, the cornerstones of the college wide continuous improvement process. A vital link in ensuring that institutional improvement goals are met with 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 that 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

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 responsibility for facilities 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 reflect 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. The June submission to the state chancellor's office 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 SOCCCD Board Policy 3110 and Administrative Regulation 3110, which define 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-square-foot, 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 demonstrates 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 director of facilities, 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 one-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 taxpayer.

In this case, the College was able to offset the cost of the entire project by utilizing the state's energy savings incentives, realizing significant taxpayer savings.

The College's DE program's 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 services oversees the Technology Advisory Task Force, which works 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 and 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 programs and services supporting student learning. Management and oversight for 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 strategic goals drive 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 for supporting 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):

- TATF and OETF Meetings (<u>III.C.2</u>, <u>III.C.3</u>)
- Administrative Unit Reviews (AURs) and Program Reviews (III.C.4)
- District Technology Committee and District Online Education Committee (<u>III.C.5</u>, <u>III.C.6</u>)
- 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 the 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 by using an online ticket system, phone, live chat, or email. Once a request is made, each submitter can review his or her 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 of technology services at the College by expanding automation of systems and services aimed to reduce workloads and increase efficiencies for existing departments at the College. These efficiencies are necessary for the College because resources are limited and technology has increasingly become a foundation upon which many departments rely. In addition to clarifying 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
- Emerging Technologies
- Application Development
- Facilities
- Reliability
- Business Continuity
- Privacy and Security
- Hardware and Software
- Evaluating Technology Resources



Outside of the systems and services provided by District IT, the 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 Objectives 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 in facilitating 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 throughout 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 service to accommodate over six 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. Every evening, the College backs up 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, at 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, and 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 for 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 a single username and password for access to each area for easier access and improved security, which will make technology processes more efficient 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 downtime. 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.

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.
- 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 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 the technology systems. IVC students, faculty, and staff who require access to instructional related technology can receive support in six 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
- Professional Development Week activities where instructional technology support trainings are offered
- Access to instructional materials located near supported devices (teacher stations, copiers, and student print)
- Formal, ongoing technology training programs 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 that 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, HIPAA, Section 504, and Section 508. The College will utilize its existing committees and/or



create special work groups 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 (<u>III.D.1</u>, <u>III.D.6</u>).

- 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 five years are as follows:

Table III.D-1: College Ending Balances

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 (<u>III.D.7</u>)
2013-2014	\$2,577,143	2014-2015 Adopted Budget pg 27 (<u>III.D.8</u>)
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 (<u>III.D.10</u>)

The 7.5% contingency reserve amounts set through the DRAC model for the last five years were as follows:

Table III.D-2: DRAC 7.5% Contingency Reserves

Fiscal Year	7.5% Contingency Reserve	Reference Endnote
2016-2017	\$12,705,329	2016-2017 Adopted Budget pg 19 (<u>III.D.1</u>)
2015-2016	\$13,090,208	2015-2016 Adopted Budget pg 21 (<u>III.D.7</u>)
2014-2015	\$11,452,534	2014-2015 Adopted Budget pg 18 (<u>III.D.8</u>)
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 (<u>III.D.10</u>)

The 20% Basic Aid contingency reserve amounts for the last five years are listed in the table below:



Table III.D-3: Basic Aid 20	20% Contingency Reserves
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Fiscal Year	20% Basic Aid Reserve	Reference
2016-2017	\$11,702,190	2016-2017 Adopted Budget pg 21 (III.D.1)
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)
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 Irvine Valley College (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, and 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 College's 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 Budget Development and Resource Planning Committee (BDRPC) regularly reviews these documents from a fiscal planning perspective to ensure progress is made in completing them. BDRPC also aligns 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 these objectives are set to attain or implement the goals. Planning objectives are statements that 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. Resource requests encompass 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



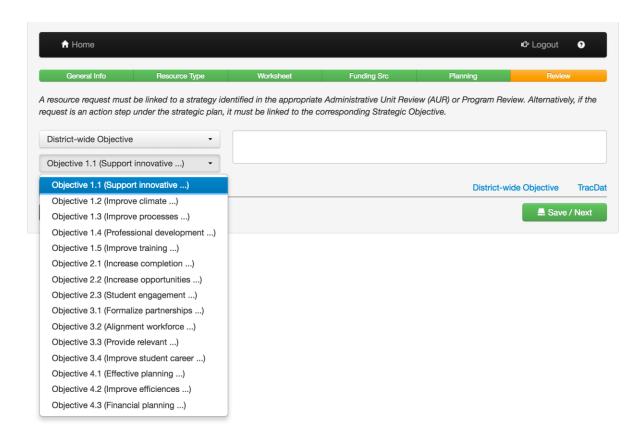
allocation processes are reviewed annually at the Strategic Planning and Accreditation Council (SPAC) retreat (III.D.15, III.D.16).

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 and it maps 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, including 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.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 five-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 request 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 objectives, 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 institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning. Specifically, the following information has been provided in recent years:

Date	Topic	Forum	Reference
August 22, 2016	SOCCCD FY 2016- 2017 Basic Aid Allocation Recommendations	Board of Trustees Meeting	SOCCCD FY 2016- 2017 Basic Aid Allocation Recommendations
August 22, 2016	FY 2016-17 Adopted Budget	Board of Trustees Meeting	(III.D.24) 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 (<u>III.D.31</u>)

In addition, the vice president for college 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 for college administrative services send periodic college wide emails with information pertaining to 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 state apportionment. Excess revenue above apportionment is allocated to the College or District for one-time purposes, including capital outlay projects pursuant to Board Policy and Administrative Regulation 3110 (III.D.26, III.D.5). Other sources of financial resources include grants, partnerships, the Irvine Valley College Foundation, and other auxiliary funds. The College has not experienced any cash flow difficulties in the past; moreover, the District 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 III.D-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 III.D-2 (DRAC 7.5% Contingency Reserves), the District maintains 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 III.D-3 (Basic Aid 20% Contingency Reserves), the District maintains a 20% Basic Aid Reserve required by Board Policy and Administrative Regulation 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 (III.D.42).

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, and 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. The institution prioritizes 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

Irvine Valley College 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, including posting 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 district 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 webpages. 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. The constituents represent 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 that 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. The Budget Development and Resource Planning Committee (BDRPC) regularly reviews the College's Five-Year Fiscal Plan, which includes ongoing projections and anticipated changes. BDRPC develops recommendations for the Strategic Planning and Accreditation Council (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 and creative services—are



also members of SPAC. 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 achieve 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, nonresident tuition, faculty rentals, grants, 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, ASG of IVC Goals (for ASG requests), and environmental initiatives (in progress).

The College meets the standard.

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 (IVC), 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, as well as 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 provides 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 that 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 June and August meetings of the Board of Trustees 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 its planning for current and future fiscal needs. The primary method of assessment of the effectiveness of past fiscal planning is a special survey concerning 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 directors or administrators of each department or project are 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. 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 resources are allocated an honorable fashion. 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

Funds are allocated, as previously demonstrated 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 reflect that resources are allocated responsibly (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, III.D.61).



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 June and August Board of Trustees meetings each year (III.D.34, III.D.41).

The District audit reports and findings are reported to the board in November of each year (<u>III.D.33</u>). Any adjustments in financial management stemming from audit findings will be formally incorporated starting in 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 any 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 (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. 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

Irvine Valley College 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 (III.D.62). 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.63).

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 district, state, federal or Veterans 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 (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 primarily include 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 the 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 by appropriate accounting standards, as required (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 is 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 Cohort Default Rates (CDR) calculation, with 2012 being the most recent cohort. The Official 3-year CDR for the three 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 the College's 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 should it ever 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 to 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 and 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.63, II.D.64).

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



risk for the District (<u>III.D.57</u>). To guide the College in the contract process and requirements, the District has a comprehensive website with agreement templates and helpful tips (<u>III.D.58</u>).

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 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 12 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 Gathering 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	Percentage Non- Negative Responses
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	Percentage Non- Negative Responses
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	Percentage Non- Negative Responses
Overall, how would you assess the working relationship between Irvine Valley College and District Services?	90
Overall, how would you assess the working relationship between Irvine Valley College and Saddleback College?	81
Administrators throughout the district provide effective leadership that supports the district's mission.	71
Administrators throughout the district provide effective leadership that supports the district wide Strategic Plan.	76
Administrators throughout the district follow established policies, procedures, and protocols.	71
Administrators throughout the district understand the roles of the colleges and District Services.	70
Administrators throughout the district encourage civility and respectful behavior.	73
Administrators throughout the district encourage collaboration.	68



Statement / Question	Percentage Non- Negative Responses
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 institution and promotes the sharing of ideas and suggestions for improving institutional effectiveness in 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 in institutional planning by all members of the college community 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), 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," as well as 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, allowing members to participate directly, as well as through their governance committee representatives. Thus, the college staff were made 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.

Of particular note are 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. The institutional benefit of professional development activities aimed at improving student learning and student success is readily apparent. Promoting employee satisfaction with their work by making them more successful at what they are currently doing, and by encouraging them to move into more congenial work situations, contributes to improving work products and the institutional climate.

Similarly, several categorical and 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 to participate actively and assume leadership roles in these areas.

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, including 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 president's 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-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 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 charges are published. District wide planning and decision making is 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). The 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. In the same spirit, most of the task forces and work groups also sport faculty and administration co-chairs. 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, though 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 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 2100.1 (Delegation of Authority to the Academic Senate IV.A.14), 2100.2 (Role and Scope of Authority of the Academic Senates IV.A.16), 6100 (Curriculum IV.A.17), 4056 (Classified Employees Participation in Decision Making IV.A.18), and 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 college 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 dialogue has grown for the past several years to attain 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 established a revamped College Council that funneled recommendations from five strategic planning committees (SPCs) to the president and the 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 charges, 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 the institution's 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:

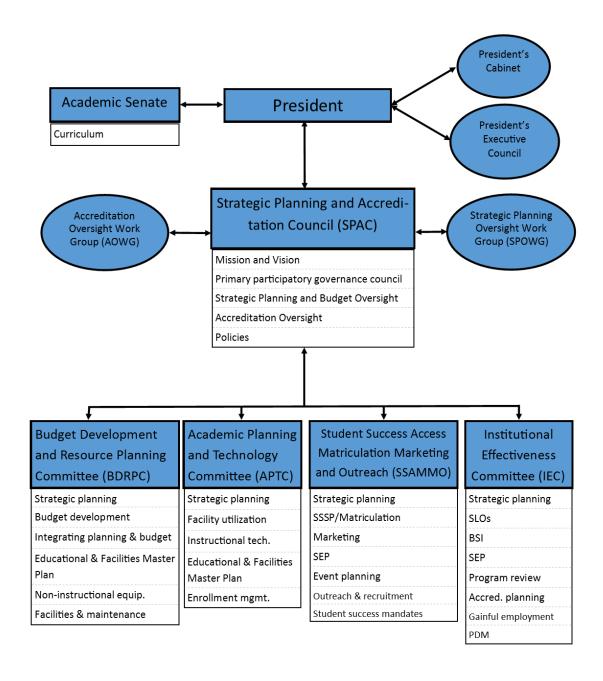
- Academic Planning and Technology Committee (APTC)
- Institutional Effectiveness Committee (IEC)
- Budget Development and Resource Planning Committee (BDRPC)
- Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO)

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 include 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 and avoid major bottlenecks, adjusting 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 procedures for emergency funding 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 extends 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, faculty teaching assignments, hiring and evaluations of part-time faculty members, department budget recommendations, and other matters that might arise. On the rare occasion an intractable 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 the Curriculum Committee, and has currently delegated this work to the dean of academic affairs. The articulation officer serves as an *exofficio* 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 the College's 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 including attaching SLOs 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, the College does not introduce deleterious competition between departments or schools. As the Office of Instruction is represented at CC, and the dean of academic programs had also attended most TR meetings in the 2015-16 academic year, 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 is rare; every effort is made by all constituent groups to revise faltering programs so they become viable. In the one such 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 has been 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 workforce development needs of the community, and 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 work groups 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 timelines 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 (<u>IV.A.27</u>, <u>IV.A.28</u>). 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 opportunities are provided for individuals to make public comments at these meetings. 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 or 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 IV.A, 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) 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 a mature vision that adopts, on the one hand, a traditional idea that while consensus can be reached without all parties favoring the proposition. If anyone objects, consensus is not reached; discussion, hopefully toward an acceptable compromise, continues. On the other hand, such a decisionmaking process cannot obstruct the organization such that 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, implementation, and review 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 (<u>IV.B.2</u>).

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 Sciences and Technology Innovation Center, the Life Sciences Building, and 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 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 – 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 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 2100.1 (Delegation of Authority to the Academic Senate IV.B.13), 4056 (Classified Employees Participation in Decision Making IV.B.14), and 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, which 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, not only in 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 illustrates how 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 for college administrative services 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 to another vice president, the president delegates well. Each vice president has his/her own vice president's council 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; 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. 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* (IVC-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 buyin 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, Professional Development 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 13 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 vice president for college administrative services, 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 that 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 dialogue 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 that 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, as well as 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 21 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 acting vice president for instruction, 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 site on 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 for instruction is responsible for ACCJC compliance while the vice president for 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 Board Policy and Administrative Regulation 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 vice president for college administrative services. 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 technology services develop a web-based site for resource requests, which can be analyzed by relevant committees, SPCs, and SPAC; they make the final college recommendations to the president, as well as 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, he, like 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 hosting, 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 organizations 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
- 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 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 include 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, all of which increase transfer pathways for IVC graduates. Three



intertwined components of 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, but 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 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 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
- Determining and controlling the District's operational and capital outlay budgets
- Managing and controlling 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 <u>IV.C.4</u>)
- BP-5301 (Course Repetition <u>IV.C.5</u>)
- 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 3100 (Budget Preparation IV.C.11), 3101 (Budget Management IV.C.12), 3101.5 (Fiscal Management IV.C.13), and 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 organizational 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 provides 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 Board Policy 112 (Duties and Responsibilities of the Board of Trustees <u>IV.C.1</u>), Board Policy 110 (Code of Ethics – Standards of Practice <u>IV.C.15</u>), and Board Policy 180 (Respectful Interactions and Collaboration <u>IV.C.16</u>). Board Policy 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 recorded 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 video recordings 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 146 (Chancellor Succession IV.C.18), 148 (Evaluation of the Chancellor IV.C.19), and 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 Board Policy 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 are 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 <u>IV.C.19</u>), 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.



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 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 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 (Board Policy 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 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, and when appropriate, to hold a closed session.



Board Policy 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 though open session comments at board meetings; and (4) maintaining a comprehensive website that provides information to the public to support transparency in decision making (IV.C.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. Administrative Regulation 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. Faculty, administrators, and staff are represented in the planning council and provide recommendations to the chancellor related to district-wide planning. Prior to the initial district-wide goals meetings, the college presidents, and district and governance leaders will seek input regarding district-wide goals from the college communities and ATEP and District Services administrators and staff. 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 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 My Academic Plan (MAP), 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 Board Policy 3100 (Budget Preparation_IV.C.11), 3101 (Budget Management IV.C.12), 3101.5 (Fiscal Management IV.C.13), and 3102 (Investment Policy IV.C.14). The District Resources Allocation Committee (DRAC), the Basic Aid Allocation Recommendation Committee (BAARC), and Board Policy 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 demonstrate 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 district wide constituents 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 Board Policy 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 video recorded 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 107 (Board Policy and Administrative Regulation IV.C.39) notes that the "Board of Trustees will periodically review board policies. The Chancellor shall assist the Board of Trustees in the formation and revision of all board policies. 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 board 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 video recorded 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, 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 and 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 before they take 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 at each board meeting of the conferences and board educational activities in which they have participated (IV.C.17).

Board Policy 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." Board Policy 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 108 (Vacancies on the Board IV.C.44), which outlines the mechanisms for filling vacancies 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 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 dialogue 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 110 (Code of Ethics – Standard of Practice <u>IV.C.15</u>) 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 is 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 recorded to provide further public transparency. These recordings 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 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 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 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 groundbreaking 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 stressed 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* (IV.D.3) have identified gaps in understanding of roles and authority between District Services and the colleges. The ensuing dialogue 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 (<u>IV.D.1</u>)
- 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 (<u>IV.D.21</u>)
- 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 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 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 conducted 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 (AURs) 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 (<u>IV.D.26</u>). 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 now 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 on 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 3100 (Budget Preparation IV.D.30), 3101 (Budget Management IV.D.31), and 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 basicaid 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 their college budget and has the authority to collaboratively develop and implement appropriate processes for budget development and the effective utilization of financial resources in support of their 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 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 2101 (Delegation of Authority to the College President) and the adopted *District Wide Function Map* (IV.D.8, IV.D.3), 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 fully delegates 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 (<u>IV.D.38</u>) are integrated with and inform the overall District's Education and Facilities Master Plan (<u>IV.D.37</u>).

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 (AURs) (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 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, add new perspectives to the conversation, and improve transparency about processes. The advent of Road Shows, Higher Understanding Gathering Sessions (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 the *District Wide Function Map* (IV.D.3) 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

For quality focus essay (QFE) topics, IVC chose three projects that are institutional in scope and have an impact on student learning and achievement. The topics that require further study and institutional effort to improve student learning and achievement became evident during the self evaluation process. They 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 uses disaggregated achievement data in program reviews to inform planning and decision making. To further inform college wide processes, the College is beginning to disaggregate student learning outcomes by various student characteristics to explore various hypotheses and to identify student subgroups who are disproportionately impacted. The English department has developed a model and process (Q.1.1) that the College is working on expanding to all departments. This multi-year project will yield more meaningful outcomes assessment results that will inform programmatic changes to ultimately increase students' outcomes.

Action Project	Outcomes	Alignment with Standards
Disaggregated Outcome	Strategic	I.A, I.B, II.A, II.B, and II.C
Assessment Implementation		

Description, Purpose, and Goals

Since 2012, the English department has been assessing each SLO for each course at the student level. Using a department-approved rubric, English faculty assess each student's level of proficiency for six established course SLOs. Through collaboration with the Office of Research, Planning and Accreditation, the department is able to disaggregate assessment results by various student-level characteristics. Student-level assessments have also allowed for the disaggregation of data by students' mode of entry into a writing course. By examining students' pathways into college English, such as traditional versus accelerated sequence, the English department is able to assess the effectiveness of accelerated courses compared to traditional courses. These findings, which have been the subject of dialogue and review at departmental meetings, have helped inform the department's development of other course sequences, such as the co-requisite model.



Over the years, the College has refined the English department's course SLO assessment process. As one of few colleges in the state to collect SLO data at the student unit record level, Irvine Valley College presented on its SLO disaggregation process at the 2016 Third Annual SLO Symposium and at the 2016 Strengthening Student Success Conference.

Although the College serves as a model to community colleges across the state, it recognizes the need to improve upon its current process. With the goal to collect meaningful results to encourage dialogue on assessment results and programmatic changes, inform program review and planning, and guide decision making, the College is committed to further refining its course SLO assessment process. To achieve this goal, the College will focus on the following steps:

- Streamline the process in order to expand and implement campus wide.
- Improve the process of presenting disaggregated data to all departments to ensure utilization of findings to inform planning and decision making.

Step #1: Streamline the process in order to expand and implement campus wide.

The course SLO assessment process for the English department is a highly manual process. Although data is collected through the Data Tools feature of TracDat, the College's assessment outcomes application software, the Office of Research, Planning and Accreditation (ORPA) must coordinate with the English department to successfully execute an eight-step process. To implement a similar process campus wide, the College recognizes the need to make the process more automated and user friendly to ensure completion of assessments.

In early 2016, the course SLO process for the English department was reviewed and discussed by the SLO Task Force with a focus on scalability and sustainability. With the feedback provided by the SLO Task Force, ORPA is in the process of developing a streamlined process to implement across all departments. The proposed process is a regular agenda item for the SLO Task Force, which along with ORPA and IT is leveraging the capabilities of TracDat Data Tools.

Step #2: Improve the process of presenting disaggregated data to all departments to ensure utilization of findings to inform planning and decision making.

In 2015, ORPA acquired Tableau licenses in order to improve on the presentation of data to the College. Currently, ORPA is working with the English department to develop Tableau reports that present SLO assessment results in a readily comprehensible manner. Tableau will allow faculty members to easily disaggregate SLO results based on a wide variety of student characteristics (e.g., major, online versus face-to-face, etc.). This user-driven approach will



empower faculty to be the owner of their data. Faculty will be able to identify areas in which student performance could be improved and test the efficacy of approaches intended to address identified achievement gaps.

Project Goals and Outcomes

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 skills sequences. As the College expands acceleration to other disciplines, it has become evident through the self evaluation process that disaggregating achievement data (i.e., grades) alone is not sufficient for assessing program effectiveness. Consequently, disaggregated learning outcomes data will be an additional measurement in the course and program evaluation process.

The College has continued to increase online education course and program offerings. The emerging practice of disaggregating learning outcome data should naturally be expanded 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 critical metric.

Additionally, disaggregating SLOs will enhance student equity planning by providing more detailed insight into the nature of achievement gaps. The current Student Equity Plan uses achievement data to identify areas of disproportionate impact. However, this data provides insight into how specific skills and knowledge vary among student subpopulations. A robust SLO disaggregation infrastructure will provide faculty, administrators, and analysts with necessary data.

While there are current practices to disaggregate SLO data at the course and program level, the College continues to engage in discussions to gather disaggregated outcomes data at the student level. IVC has developed a comprehensive plan in its effort to move forward with its goal to utilize data to inform planning and decision making through the disaggregation of SLOs. Table QFE.1 outlines the steps the College will take to implement a campus wide process of collecting and disaggregating course SLOs by spring 2018.



Table QFE.1: Learning Outcomes Disaggregation Plan

Action Steps	Desired Outcomes	Responsible Party	Timeline
Present	Gain input on how	ORPA	Fall 2016
preliminary	findings can be		
findings to the	utilized for		
English	department planning		
department.	purposes.		
Review the current	Gather feedback	ORPA	Fall 2016
process with the	from department		
English	chair on how to		
department.	improve the data		
	collection process.		
Develop a campus	Create a streamlined,	OOI, ORPA, SLO	Spring 2017
wide process.	sustainable process	Task Force	
	to assess course		
	SLOs campus wide.		
Present revised	Obtain approval	OOI, ORPA	Spring 2017
process to SLO	from the SLOTF to		
Task Force.	implement a campus		
	wide SLO process.	0.07.0554	a
Present revised	Obtain approval	OOI, ORPA	Spring 2017
process to strategic	from the Institutional		
planning	Effectiveness		
committees and	Committee, Academic Planning		
constituent groups.	and Technology		
	Committee, Strategic		
	Planning and		
	Accreditation		
	Council, and		
	Academic Senate.		
Develop an SLO	Create one rubric	OOI, ORPA, SLO	Spring 2017
rubric for campus	template for all	Task Force	1 0
wide use.	departments to		
	utilize for SLO		
	assessments.		
Present new SLO	Inform the College	OOI	Fall 2017
process to the	of the new process		
College.	during Professional		
	Development Week.		



Action Steps	Desired Outcomes	Responsible Party	Timeline
Provide software application training.	Train department chairs on TracDat Data Tools and Tableau.	ORPA, IT Department	Fall 2017-Spring 2018
Pilot the campus wide SLO assessment process.	Upload 15% of section rosters into TracDat and link to a rubric for sections to assess SLOs at the student level.	OOI	Spring 2018
Implement the campus wide SLO assessment process.	Upload 100% of section rosters into TracDat and link to a rubric for all sections to assess SLOs at the student level.	OOI	Fall 2018
Disaggregate SLO results.	Access Tableau reports.	All academic departments	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 (Q.1.2). 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	Strategic	I.A, I.B, II.A, II.B, II.C, III.A, III.B,
Planning and		III.C, IV.C, IV.D, and Substantive
Implementation		Change for OE

Description, Purpose, and Goals

Following a period of steady growth in online offerings, the College made a commitment to systematically reinforce a framework for online learning, using planning and resource allocations to prioritize actions for improvement in faculty professional development and student learning (Q.1.3, Q.1.4). Each year, the OETF addresses and assesses significant goals with achievable outcomes (i.e., what was accomplished in the prior year is assessed and discussed, changes are made, and documents are 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 District Wide Strategic Plan, IVC Strategic Plan and IVC Technology Plan to

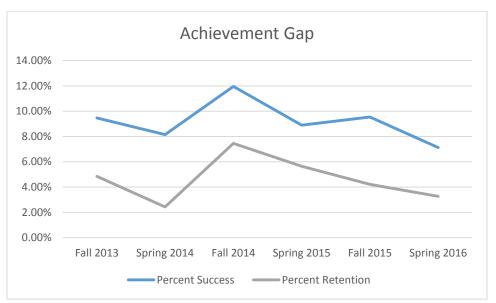


support the strategic directions outlined in the IVC OE Strategic Plan. The Administrative Unit Review (AUR), with outcomes (AUOs), is directly linked to the strategic plan. The AUR, which includes an assessment plan, is reviewed annually by the OETF. The OETF also consults with and communicates planning, 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.1.5], District Wide Strategic Plan [Q.1.6], IVC Technology Plan [Q.1.7], OE AUR [Q.1.8])

The achievement gap reported in the OE AUR (Q.1.8) used data from the state 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 courses 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 OFE.2: Achievement Gap for Fully Online Versus Face-to-Face Courses

Achievement Gap: Difference Between Online and Face-to-Face Courses					
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 and AS 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., 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 County 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 collaboration 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 ensure 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; the OE/DE proposal is sent to the Curriculum Committee for approval; and then it goes 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 in the process of being approved. IVC's goal is to approve and reassess its online course offerings every semester.

Professional Development

Providing faculty with 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 for ensuring a smooth transition. Therefore, the OETF offers multiple @ONE Introduction to Teaching with Canvas training opportunities, which focus on effective practices in online instruction. The workshops build 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 for online education since 2014:

- 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 Work Group. 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 ensure 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 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	Timeline
Faculty Professional Development for Online Education	Accessibility: Number of accessibility professional 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	Technology	ongoing
	proposals approved	Services (508	
		Compliance),	
		Technical	
		Review,	
		Curriculum	
		Committee,	
		Academic	
		Senate	

To meet the needs of students taking online courses at IVC, 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 needed 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	Strategic	I.A, I.B, I.C, II.A, II.B, II.C,
Component of Budget		III.A, III.B, III.C, IIII.D, IV.A,
Development and Management		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 generating 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 the process is 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 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 challenge reported so far is that the 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 requests 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 the related 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	Pilot biannual	BDRPC/SPAC	fall 2016 - spring
resource request	review cycles.		2017
process while			
maintaining	Discuss separating	BDRPC/SPAC	spring 2017
transparency and	categorical fund		
access	requests from		
	general fund		
	requests.		
Align resource	Pilot biannual	BDRPC/SPAC	fall 2016 - spring
request process	review cycles.		2017
with the fiscal			
years of all funding	Pilot triannual	BDRPC/SPAC	
sources	review cycles.		fall 2017 - spring
			2018



Goal	Action Plan	Responsible Party	Timeline
Revise online	Allow two entry	IVC Technology	fall 2016 - spring
resource request	points/consideration	Services	2017
program	cycles		
	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 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	Assurance of 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	Increased 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	Improved 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, VPI, VPSS, VPAS	spring 2017 and ongoing	Finding ways and means to increase administrative and support staffing to meet institutional needs.
College mission statement revised.	I.A.I	IEC, SPAC	fall 2015 - fall 2016	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	Enhanced 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	Improved accuracy of catalog information provided to students. Creation of 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	Provide students with a tool that integrates academic plans with the schedule of classes.
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 - ongoing	Identical 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 updated 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 complaint procedures. Improve where needed.	I.C.2	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. Updated and enhanced 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

A&R Admissions and Records

AACC American Association of Community Colleges Guided Pathways

AANAPISI Asian American and Native American Pacific Islander-Serving Institution

AB Assembly Bill

ACCJC Accrediting Commission for Community and Junior Colleges

ADA Americans with Disabilities Act

AESL Adult English as a Second Language

ALO Accreditation Liaison Officer

AOWG Accreditation Oversight Work Group

AP Advanced Placement

APTC Academic Planning and Technology Committee

AR Administrative Regulation

ASG Associated Student Government

ASIVC Associated Students of Irvine Valley College

ATEP Advanced Technology & Education Park

AUO Administrative Unit Outcome

AUR Administrative Unit Review

BAARC Basic Aid Allocation and Resource Planning Committee

BDRPC Budget Development and Resources Planning Committee

BOGFW Board of Governors Fee Waiver Program

BOT Board of Trustees

BPA Business Process Analysis

BPARC Board Policy & Administrative Regulation Committee

BSI Basic Skills Initiative



BSR Budget Solutions Recommendations Work Group

CAI Common Assessment Initiative

CARE Cooperative Agencies Resources for Education

CC Curriculum Committee

CCCAA California Community College Athletics Association

CCS Cultural Competence Summit

CDC Child Development Center

CDR Cohort Default Rates

CET Chancellor's Executive Team

CHPLDP Classified Hiring Priority List Development Process

CIC Capital Improvement Committee

CLEP College Level Examination Program

COA Certificate of Achievement

COB Coordination of Benefits

COP Certificate of Proficiency

COR Course Outline of Record

CSAC California Student Aid Commission

CSEA California School Employee Association

CSTF Campus Safety Task Force

CSU California State University

CTE Career Technical Education

CTEOS Career Technical Education Outcomes Survey

DALS Distinguished Academic Lecture Series

DE Distance Education

DFM Discipline Faculty Mentor

DOEC District Online Education Committee



DRAC District Resource Allocation Committee

DSPS Disabled Students Programs and Services

DWIPC District Wide Integrated Planning Committee

DWPC District Wide Planning Council

DWSP District Wide Strategic Plan

EFMP Education and Facilities Master Plan

EMP Educational Master Plan

EMSI Economic Modeling Specialists International

EOPS Extended Opportunity Programs and Services

ESL English as a Second Language

F2F Face to Face

FACCC Faculty Association of California Community Colleges

FMO Facilities and Maintenance Operations

FMP Facilities Master Plan

FON Faculty Obligation Number

FPP Final Project Proposals

FTES Full-time Equivalent Students

GAP 4+1 Guarantee Admission Program (Accounting-Cal State University, Fullerton)

GPA Grade Point Average

HEERA Higher Education Employment Relations Act

HTTPS Hypertext Transfer Protocol Secure

HUGS Higher Understanding Gathering Sessions

HWC Health and Wellness Center

IEC Institutional Effectiveness Committee

IEG Institutional Education Goals

IEPI Institutional Effectiveness Partnership Initiatives



IGETC Intersegmental General Education Transfer Curriculum

IIPP Injury & Illness Prevention Program

IMS Informational Management System

IPEDS Integrated Postsecondary Education Data System

IPP Initial Project Proposals

ISLO Institutional Student Learning Outcome

ISP International Students Program

ISS Institutional Set Standards

IVC Irvine Valley College

JPA Joint Power Authority

KPI Key Performance Indicators

LAOCRC Los Angeles, Orange County, & Riverside County Regional Consortia

LMS Learning Management System

LRC Learning Resource Center

MAP My Academic Plan

MIS Management Information Systems

MMAP Multiple Measures Assessment Project

MPN Master Promissory Note

OEI Online Education Initiative

OETF Online Education Task Force

OHR Office of Human Resources

OMCS Office of Marketing and Creative Services

OPEB Other Post-employment Employee Benefits

ORPA Office of Research, Planning and Accreditation

PCAH Program and Course Approval Handbook

PDM Planning and Decision Making Handbook



PEC President's Executive Council

PIPS Protected Insurance Program for Schools

POA Police Officers Association

PPG Point Percentage Gap

PR Program Review

PRT Partnership Resource Team

PSLO Program Student Learning Outcome

RC Reading Comprehension

SARS Student Appointment Reservation System

SC Saddleback College

SEOG Supplemental Educational Opportunity Grant

SEP Student Equity Plan

SES Socio-economic Status

SG Sentence Structure and Grammar

SIS Student Information System

SISC Self-Insured Schools of California

SLEP Secondary Level English Proficiency Test

SLO Student Learning Outcome

SOCCCD South Orange County Community College District

SPAC Strategic Planning and Accreditation Council

SPAR Student Progress and Achievement Rate

SPC Strategic Planning Committee

SPOWG Strategic Planning Oversight Work Group

SS Syntax Skills

SSAMMO Student Success, Access, Matriculation, Marketing and Outreach Committee

SSC Student Services Center



SSO Single Sign-on

SSO Student Service Outcome

SSSP Student Success and Support Programs

SWACC State-wide Association of Community Colleges

TATF Technology Advisory Task Force

TR Technical Review

TSD Technology Services Department

UC University of California

USDE United States Department of Education

VSC Veterans Services Center

WASC Western Association of Schools and Colleges



N.1.0	Completion Metrics Compete for Mindshare
N.1.1	President's Welcome, Accreditation PowerPoint
N.1.2	Accreditation Professional Development Week Mini-Retreats
N.1.3	Sample Accreditation Worksheet
N.1.4	Accreditation Timeline
N.1.5	California Education Code Section 70900-California Attorney Resources
N.1.6	ACCJC Action Letter
N.1.7	Irvine Valley College Enrollment Patterns
N.1.8	Credit and Non-Credit Course Enrollment
N.1.9	Educational Goals
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N.1.11	Catalog Degree and Certificate Information
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N.1.13	Programs and Majors: List and Requirements
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N.1.15	Who's Who from Catalog
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N.1.17	President Glenn Roquemore Employment Agreement
N.1.18	Financial Budget Audit 2014-2015
N.1.19	Board of Trustees Adopted Budget Email 08/22/2016
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N.1.21	School Default Rates
N.1.22	2016 2017 SOCCCD Adopted Budget
N.1.23	2012 2013 SOCCCD Adopted Budget
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N.1.27	IVC Accreditation Work Group Tables
N.1.28	US Department of Education Accreditation Agency Recognition
N.1.29	Email Invitation to Accreditation Open Forum
N.1.30	BP-5600 Associate Degree Requirements
N.1.31	Associate Degree Requirements from Catalog
N.1.32	Institutional Set Standards
N.1.33	IEC Charge
N.1.34	Transfer Course Credit from Catalog
N.1.35	BP-5618 Credit by Examination-Specific Course Credit
N.1.36	BP-5619 Advanced Placement Examination Program
N.1.37	BP-5620 College Level Examination Program (CLEP)
N.1.38	Substantive Change Report 2016
N.1.39	Online Education Task Force Charge
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N.1.42	Curriculum Committee Minutes 09/13/2016
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N.1.45	Accreditation Evidence List Site
N.1.46	Complaint Procedures from Catalog
N.1.47	SOCCCD District Harassment Policy and Complaint Procedure
N.1.48	BP-4000.5 Harassment and Disc. Prevention and Complaint Procedures
N.1.49	AR-5505 Grade Grievance
N.1.50	IVC Catalog 2016-17
N.1.51	AR-5604 Admissions
N.1.52	IVC Campus Map
N.1.53	IVC Website Homepage
N.1.54	Federal Student Aid School Eligibility Approval Letter
N.1.55	District Wide Function Map
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I.A.2	District-Wide Strategic Plan 2014-2020
I.A.3	Student Equity Plan 2015
I.A.4	Student Success and Support Programs SSSP Plan Credit
I.A.5	ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form
I.A.6	Student Learning Outcomes SLO Website
<u>I.A.7</u>	AANAPISI Media Release
<u>I.A.8</u>	Student Success Scorecard 07/18/2016
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<u>I.A.12</u>	Strategic Planning and Accreditation Council (SPAC) Retreat 2015
<u>I.A.13</u>	Strategic Planning and Accreditation Council (SPAC) Retreat 2016
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<u>I.A.15</u>	Academic Senate Agenda 09/29/2016
<u>I.A.16</u>	Board of Trustees Mission Statement Review Memo 2014
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<u>I.A.18</u>	Manufacturing Opportunities for Economic Growth
<u>I.A.19</u>	Strategic Plan Objectives Update
<u>I.A.20</u>	College of the Future
<u>I.A.21</u>	Energy Efficiency & Utilities Robert Chaboya
<u>I.A.22</u>	External Scan: Demographic, Enroll. Trends and Labor Market Analysis 2013
<u>I.A.23</u>	District-Wide Planning Task Force Minutes 05/14/2015
<u>I.A.24</u>	District-Wide Integrated Planning Committee 09/02/2016
I.A.25	District-Wide Planning Task Force Retreat 2016
I.A.26	Irvine Valley College 2014-2020 Strategic Plan Goals and Objectives
<u>I.A.27</u>	IVC Program Review Process
I.A.28	SPAC, Strategic Planning and Accreditation Council



<u>I.A.29</u>	Planning and Decision-Making Manual
I.A.30	IVC Technology Plan
I.A.31	Online Education Strategic Plan
I.A.32	Educational Facilities Master Plan 2011-2031 V.3
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<u>I.A.35</u>	Irvine Business & Education Partnership: Powering the Future
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<u>I.B.6</u>	Student Learning Outcomes (SLO) Committee Minutes 09/04/2015
<u>I.B.7</u>	Student Learning Outcomes (SLO) Committee Minutes 10/02/2015
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<u>I.B.11</u>	Student Equity Summit 2014
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<u>I.B.19</u>	CCSSE Key Findings 2016
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I.B.21	Student Success Outcomes Audit Matrix
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I.B.23	COR Demonstrating SLO ANTH 2
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I.B.32	Instructional Council Minutes 11/03/2014
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IV.C.47	BP-2101 Delegation of Authority to the College President
IV.C.48	ACCJC's online Accreditation Basics training
IV.C.49	Accreditation Joint Report to SOCCCD Board of Trustees
IV.D.1	BP-2100 Delegation of Authority to the Chancellor
IV.D.2	Chancellor's Perspective, Poertner
IV.D.3	District Wide Function Map
IV.D.4	Planning and Decision-Making Manual
IV.D.5	BP-112 Duties and Responsibilities of the Board of Trustees
IV.D.6	BP-2001 Administrative Organization
IV.D.7	BP-2100.2 Role and Scope of Authority of the Academic Senate
IV.D.8	BP-2101 Delegation of Authority to the College President
IV.D.9	BP-3001 Delegation of Authority
IV.D.10	BP-4309 Duties and Responsibilities of the Faculty
IV.D.11	BP-4056 Classified Employees Participation in Decision Making
IV.D.12	BP-5627 Student Participation in Governance
IV.D.13	District-Wide Planning And Decision Making Manual
IV.D.14	BAARC SharePoint Site
IV.D.15	BPARC Committee Composition and Purpose
IV.D.16	Business Continuity Planning Committee SharePoint
IV.D.17	Capital Improvement Committee Purpose
IV.D.18	Chancellor's Council Charge
IV.D.19	DOEC Committee SharePoint Site
IV.D.20	District Resource Allocation Committee SharePoint
IV.D.21	DWPC Meeting Minutes 09/07/2012
IV.D.22	District-Wide Technology Committee Composition and Charge
IV.D.23	Learning Services Coordinating Committee
IV.D.24	District-wide Climate Survey 2014 Results



IV.D.25	Barriers to Mutual Respect, Recommendations Presentation
IV.D.26	Barriers to Mutual Respect, Final Recommendations Summary
IV.D.27	District Wide Calendar 2016-2017
IV.D.28	Risk Management Department Road Show Presentation
IV.D.29	Information Technology Higher Understanding Gathering (HUG)
IV.D.30	Budget Preparation Process
IV.D.31	BP-3101 Budget Management
IV.D.32	BP-3101.5 Fiscal Management
IV.D.33	Budget Development Guidelines
IV.D.34	SOCCCD District Audit Reports Website
IV.D.35	AR-2120 Institutional Planning
IV.D.36	SOCCCD District-Wide Integrated Budget Planning Resource Guide
IV.D.37	District-Wide Planning Website
IV.D.38	Educational Facilities Master Plan 2011-2031 V.5
IV.D.39	District-Wide Strategic Plan 2014-2020
IV.D.40	IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020
IV.D.41	District-Wide Technology Plan
IV.D.42	IVC Technology Plan
IV.D.43	Sample Committee Self Evaluation Survey
IV.D.44	Administrative Unit Review AUR SharePoint
IV.D.45	Board of Trustees District SOCCCD Minutes and Videos Page
IV.D.46	District Services Road Show Flyer
IV.D.47	District Fiscal Services Newsletter 09/2016
IV.D.48	2015 Employee Satisfaction Survey (Tables Only)
Q.1.1	Disaggregating SLOs Sheet
Q.1.2	Achievement Gap Distance (Online) Education
Q.1.3	Online Education Task Force Priorities
Q.1.4	Online Education Task Force (OETF) Agenda 08/29/2016
Q.1.5	Online Education Strategic Plan
Q.1.6	District-Wide Strategic Plan 2014-2020
Q.1.7	IVC Technology Plan
Q.1.8	AUR Distance Education

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 7.2

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD, Saddleback College, and Irvine Valley College: Technology

Plans

ACTION: Discussion

BACKGROUND

For use in integrated strategic planning, the South Orange County Community College District utilizes planning documents such as the District-wide Strategic Plan and the Education Facilities Master Plan. To aid in district-wide technology planning, SOCCCD has produced an inaugural district-wide Technology Plan. The plan is aligned with other major planning documents and focuses on technology goals, objectives, and processes. The colleges have also produced college technology plans that are aligned with the district-wide technology plan.

STATUS

At the Board's request, representatives from District Services, Saddleback College, and Irvine Valley College will share highlights of their technology plans. The plans are attached as Exhibits A, B, and C.

EXHBIT A Page 1 of 27



South Orange County Community College District

TECHNOLOGY PLAN 2015-2020









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he South Orange County Community College District (SOCCCD), founded in 1967, is one of 72 community college districts in California. It is a multi-college district comprised of Saddleback College (SC) in the city of Mission Viejo, Irvine Valley College (IVC) in the city of Irvine and District Services (the administrative units encompassing Business Services, Human Resources, and Technology and Learning Services). The district serves over 40,000 students each semester and employs more than 2,500 faculty and staff. Within this document SOCCCD refers to all three entities: Irvine Valley College, Saddleback College and District Services.

Higher education institutions are facing dramatic changes being fueled by rapid advancements in information technology. Technology plays a key role throughout our students' education, from online application and registration to distance education to systems that support student services. The Internet is rapidly becoming the principal means of finding and communicating information, and today's students will encounter the ubiquitous use of networks, hardware and software throughout their careers.

This technology master plan provides a roadmap by which SOCCCD technology organizations, which include those at district services and the two colleges, can effectively and efficiently work together to develop, implement, support and maintain technology systems that support academic excellence and student success. The technology plan outlined in this document is designed to align with and extend SOCCCD's vision, mission, and strategic plans and form the basis for a technology planning process over the next five years.

The Technology Master Planning Process

The purpose of effective information technology planning is to connect institutional priorities with technology goals. This approach looks at strategic planning as a process that seeks to clarify what the institution is, what it wants to be and how it can successfully make the transition.

This planning document is part of an over arching planning process that ensures the following:

- The plan supports the district and colleges' statements of vision, mission, and goals
- Through collaboration with district and college technology organizations, of the plan aligns technology initiatives with institutional priorities
- The plan disseminates knowledge about technology needs and constraints
- The plan addresses key institutional, academic and business needs via technology

Planning is done under the overall direction of the major planning documents in the district. The following list of planning documents is used to confirm and align the priorities of the district and colleges.

District Planning Documents

The following documents inform the district-wide technology planning process.

- SOCCCD, Irvine Valley College, Saddleback College and ATEP Education and Facilities Master Plan
- SOCCCD District-wide Strategic Plan 2014-2020
- Irvine Valley College Strategic Plan 2014-2021
- Irvine Valley College Technology Plan
- Saddleback College Technology Master Plan
- Saddleback College Strategic Plan 2014-2020 (in progress)
- District Services Administrative Unit Reviews
- Irvine Valley College Online Education Strategic Plan
- Saddleback College Distance Education Strategic Plan—in progress

District Information Technology Plan The SOCCCD Technology Plan is a five year plan designed to inform major directions for technology in the district. The plan is reviewed annually, accomplishments are reported; and the plan, along with the associated planning documents listed above, is used to help shape the next year's district-wide technology budget priorities.

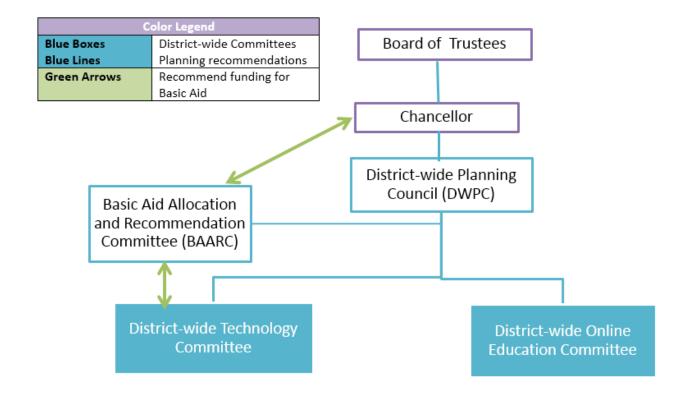
Technology Planning Committees

There are two major participatory governance committees related to technology.

- 1. The District-wide Technology Committee (DTC) is a participatory governance group with broad participation. The purpose of the committee is "to coordinate technology issues, develop and update the district-wide technology plan, and implement new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware."
- **2. The District-wide Online Education Committee (DOEC)** purpose is "to support online student success and coordinate the technology needs of online education throughout the district, including reviewing and exploring new services, software, and hardware." (See Appendix A for DTC and DOEC committee purpose and membership.)

The graphic below shows the relationship of the district-wide technology committees to other district-wide planning committees for reporting, decision-making and funding recommendations. The colleges and district services also have other committees not represented in the graphic below that discuss and prioritize technology issues and needs. The colleges' technology committees that oversee and discuss technology priorities at each campus are the IVC Technology Advisory Task Force and the Saddleback Technology Committee. When specific technology issues arise that could be addressed district-wide, these issues are then brought to the district-wide committees for continued discussion and prioritization.

Figure 1. District-wide Technology Committees and Basic Aid Recommendations Flow Chart



District-wide Technology Goals 2015-2020

The development of the current District-wide Technology Master Plan 2015-2020 has been an evolution of documentation and planning. In 2011, the District-wide Technology Committee created a plan that outlined major funded district-wide projects and aligned them under district and college strategic goals. This plan helps guide the development of the funding process for basic aid technology. As the district developed its strategic planning in 2013, a new integrated planning process was introduced. In 2013-2014, guided by the District-wide Planning Council (DWPC), a new strategic plan was created with a shared set of goals and objectives. This model was formally adopted and both colleges and district services now have incorporated these shared priorities into their own planning. Following in this model, the District-wide Technology Master Plan was revisited to align with the shared goals of the district.

During the spring and summer of 2014, the Technology Plan Task Force met and discussed creating technology goals and objectives that were also aligned with the new District-wide Strategic Plan 2014-2020. The new District-wide Strategic Plan (DWSP) 2014-2020 has four major goals. After a review of the current district-wide strategic plan goals and college strategic and technology goals, five technology goals below were developed in consonance with the current district-wide strategic plan. Appendix B contains the approved District-wide Strategic Plan 2014-2020 goals and objectives.

The five major technology goals were developed to support the overall district-wide strategic plan and strengthen the future of technology in the district. Development of objectives for each goal will aid in identifying specific projects that will lead towards achievement of each goal.

TABLE 1: District-wide Strategic Plan Goals & District-wide Technology Plan Goals

District-wide Strategic Plan 2014-2020	District-wide Technology Goals 2015-2020
DWSP Goal 1 SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.	District-wide Technology Goal 1 SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies.
	District-wide Technology Goal 2 SOCCD will continue to model respectful interactions and collaboration via partnerships among District Services, Saddleback and Irvine Valley College technology organizations.
DWSP Goal 2 SOCCCD will promote students' success by enhancing the teaching and learning environment.	District-wide Technology Goal 3 SOCCD technology will remain in the forefront of advancing student success and enhancing the teaching and learning environment.
DWSP Goal 3 SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.	District-wide Technology Goal 4 SOCCCD will advance its technology support, data collection, and sharing to understand and better address the needs of our community and the career pathways of our students.
DWSP Goal 4 SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.	District-wide Technology Goal 5 SOCCCD will continue to strengthen institutional efficiencies through continuous improvement of technological infrastructure to meet the needs of students, faculty, and staff.

TABLE 2: District-wide Technology Goal 1 and Objectives 2015-2020

District-wide Technology Goal 1 SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies.		
	Objective	
1.1	Investigate and test emerging and innovative educational technologies that enhance student success.	
1.2	Sustain a culture of innovation with emphasis on iterative experimentation.	
1.3	Increase use of technology that improves services for students, faculty, and staff.	
1.4	Seek out innovation partnerships for research and development.	

TABLE 3: District-wide Technology Goal 2 and Objectives 2015-2020

District-wide Technology Goal 2

SOCCCD will continue to model respectful interactions and collaboration via partnerships among District Services, Saddleback and Irvine Valley College technology organizations.

Saddleback and Irvine Valley College technology organizations.			
	Objective		
2.1	Engage in team building activities between all IT management and then reproduce an annual team building activity between staff from all three IT organizations.		
2.2	Coordinate opportunities for district-wide technical training and professional development. Professional development includes on-site training, conferences, webinars, and subscriptions.		
2.3	Continue to support professional development for the online teaching environment.		
2.4	Prioritize district-wide technology projects; unit specific projects are allowable provided they are contained in the relevant technology plan.		

TABLE 4: District-wide Technology Goal 3 and Objectives 2015-2020

District-wide Technology Goal 3 SOCCCD technology will remain in the forefront of advancing student success and enhancing the teaching and learning environment.		
	Objective	
3.1	Identify, investigate, pilot, deploy and assess promising technologies for student success.	
3.2	Develop and expand our own custom-created software systems.	
3.3	Expand inter-segmental cooperation for better data streams between our partner educational institutions (K-12, CSU, UC and private).	
3.4	Leverage data from technology systems that increase student success and learning environments.	

TABLE 5: District-wide Technology Goal 4 and Objectives 2015-2020

District-wide Technology Goal 4

SOCCCD will advance its technology support, data collection, and sharing to understand and better address the needs of our community and the career pathways of our students.

	Objective		
4.1	Incorporate additional data sources to increase student success.		
4.2	Re-architect data systems to prepare for increases in data variety, volume and velocity.		
4.3	Transform use of data from static reports to dynamic dashboards, tabular to visual reporting, from emphasis on the past to future predictive and proscriptive analytics, enabling self-service data discovery and reporting when feasible.		

TABLE 6: District-wide Technology Goal 5 and Objectives 2015-2020

District-wide Technology Goal 5 SOCCCD will continue to strengthen institutional efficiencies through continuous improvement of technological infrastructure to meet the needs of students, faculty, and staff.		
	Objective	
5.1	Implement and maintain business process improvements via technology.	
5.2	Increase computing services with improved efficiencies while at the same time decreasing power consumption.	
5.3	Remain current with evolving technology standards and improve technology infrastructure.	
5.4	Maintain security by adhering to evolving industry standards.	

The Technology Funding Process

One of the purposes of defining SOCCCD's technology master plan goals and objectives is that this plan will guide the prioritization and allocation of resources for technology projects. Funding for technology initiatives primarily comes from one of two funding sources:

Fund 1: General Fund

The general fund is used to account for the ordinary operational expenses of the district. These funds are available for any legally authorized purpose not specified for payment by other funds. District-wide software maintenance agreements are paid from Fund 1.

Fund 40: Capital Outlay Fund or "Basic Aid"

The "basic aid" fund is utilized with the general principle of funding allocations for one-time purposes. One of the main uses of basic aid is the funding of technology. The current annual basic aid technology funding process is outlined in Board Policy and Administrative Regulation 3110. In this administrative regulation the guidelines to fund the district's larger technology projects are outlined.

Basic Aid Funding Process

The District-wide Technology Committee (DTC) organizes and oversees the technology project proposal process for Basic Aid funding. This technology plan will serve as a reference document to inform the decision making process.

All projects begin with a project proposal which includes district and/or college strategic objectives met, project justification, and cost estimates. Irvine Valley College, Saddleback College, and District Services each have local vetting processes that proposals must undergo before they are formally submitted into the district-wide process. A sample project proposal form is provided in Appendix D.

General Guidelines for submitting technology projects:

- Projects costs are estimated to be over \$150,000 (Per AR 3110).
- Projects can span multiple years in implementation.
- Projects that have Department of State Architecture (DSA) or facilities implications should be coordinated with the Capital Improvement Committee (CIC).

General Timeline for projects funded in the next academic year:

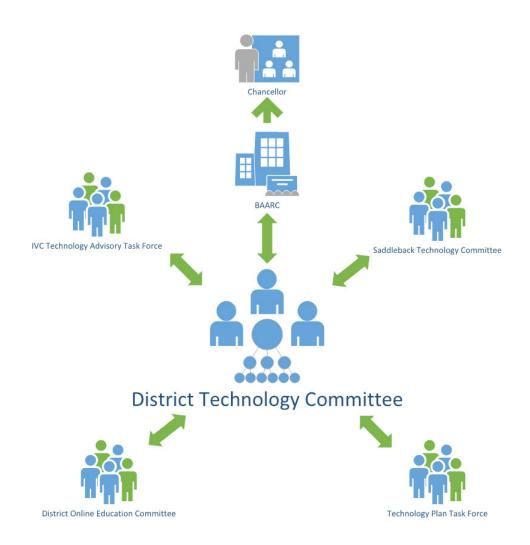
- December/January of current year Project Proposal Submission Deadline
- Late February Internal Vetting Deadline by the colleges and district services constituency groups prior to any voting.
- March Project Prioritization by DTC
- April Project Prioritization List discussed at BAARC
- BAARC Deadlines

Deadlines, Collaboration 14

Board of Trustees Deadlines – Review and Study (June). Approval (July)

During the fall semester of the academic year, technology projects that are needed for the next academic year are discussed and prioritized at each college and district services. The technology project proposal deadline is at the end of the year/early January. Once the projects are proposed, DTC discusses the proposals and a process of communication between units and areas occur to better understand projects and priorities proposed from each unit. The diagram below illustrates communication and collaboration flows across the district. Once vetting has occurred, district-wide the technology projects are prioritized via a voting process at DTC.

Figure 2: District-wide Technology Communication and Collaboration



The prioritized list of proposals is submitted to the Basic Aid Allocation and Recommendation Committee (BAARC) by a deadline established by that committee. BAARC may request clarification from DTC on proposals as they are being considered. Based on input from DTC, BAARC makes a recommendation to the Chancellor regarding how much Basic Aid funding will be requested for major technology projects. The Chancellor brings Basic Aid funding requests to the Board of Trustees for final approval.

Overview of Technology Basic Aid Project Management

After funding, the proposals are scheduled as projects for the new fiscal year.

Before a project is started, a project charter is created and approved by its sponsor. A project charter must have the consensus of the key stakeholders in order to move forward.

After the charter has been approved by the key stakeholders, any changes to the charter must have consensus of the key stakeholders and be documented in the revision history of the charter document. No significant changes to the charter will be made without consensus.

A sample project charter is provided in Appendix D.

Upon completion of the project, a project closure meeting is held and an evaluation is performed and documented. An example of a project closure is provided in Appendix E.

APPENDIX A – District-wide Technology Committee (DTC – as of May 2014)



DISTRICT-WIDE TECHNOLOGY COMMITTEE (DTC)

Purpose of the Committee:

To coordinate technology issues, development of and updates to the district-wide technology plan, and implementation of new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware.

Meets:

Every month. Location rotates between Saddleback College and Irvine Valley College.

Chair:

Vice Chancellor, Technology & Learning Services (1)

Members:

7613.	
Vice Presidents of/for Instruction, one from each college	(2)
Vice Presidents of/for Student Services, one from each college	(2)
District Director, Research, Planning & Data Management	(1)
Director, IT-Administrative Systems, District Services	(1)
Director, IT- Academic Systems, District Services	(1)
Director, IT- Infrastructure/Security	(1)
Systems Manager, Computer & Network Operating Systems, District Services	(1)
Deans, Online Education & Learning Resources, one from each college	(2)
Dean, Enrollment Services, one per committee	(1)
Directors, Technology, one from each college	(2)
Faculty representatives, two from each college to include Distance Education chairs	(4)
Classified technology/DE representative, IVC, one total	(1)
Classified technology/DE representative, Saddleback, one total	(1)
District Services Representative, one total	(1)

Reporting/Recommending Responsibilities:

Chancellor's Executive Council

Chancellor's Council

College strategic planning committees

College technology committees

SharePoint Site: https://sharepoint.soccad.edu/chancellor/dwc/dwtc/default.aspx

Decision-Making Process:

The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor's Executive Council, Chancellor's Council, college and District Services strategic planning committees, and college technology committees.

Communication Process:

SharePoint, two-way communication/feedback by committee representatives to college technology committees and constituent groups.

(1)

APPENDIX A – District Online Education Committee (DOEC – as of May 2014)



DISTRICT ONLINE EDUCATION COMMITTEE (DOEC)

Purpose of the Committee:

To support online student success and coordinate the technology needs of online education throughout the district, including reviewing and exploring new services, software, and hardware.

Meets:

Every month. Location rotates between Saddleback College and Irvine Valley College.

Chair:

Vice Chancellor, Technology & Learning Services

Members:

Vice Presidents of/for Instruction, one from each college	(2)
Director, IT-Academic Systems, District Services	(1)
Deans, Online Education & Learning Resources, one from each college	(2)
Directors, Technology Services, one from each college	(2)
Faculty representatives, two from each college to include Distance Education	Committee chairs (4)
Distance education trainers/coordinators, one from each college	(2)

Reporting/Recommending Responsibilities:

Chancellor's Executive Council

Chancellor's Council

District-wide Technology Committee

College strategic planning committees

College distance education committees

College technology committees

SharePoint Site: https://sharepoint.soccod.edu/chancellor/dwc/oec/default.aspx

Decision-Making Process:

The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor's Executive Council, Chancellor's Council, District-wide Technology Committee, college strategic planning committees, and college distance education and technology committees.

Communication Process:

SharePoint, two-way communication/feedback by committee representatives to college distance education and technology committees and constituent groups.

APPENDIX B – SOCCCD District-wide Strategic Plan 2014-2020

Approved District-wide Goals and Objectives

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

- 1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.
- 1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.
- 1.3 Improve the representative process through active engagement and communication.
- 1.4 Increase professional development opportunities that potentiate employees' talents and interests.
- 1.5 Improve training for all employees to increase district-wide understanding of organizational structure, resources, processes and procedures.

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

- 2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps
- 2.2 Increase employee professional development opportunities that focus on student success outcomes.

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

- 3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.
- 3.2 Improve alignment between workforce development offerings and regional job opportunities.

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

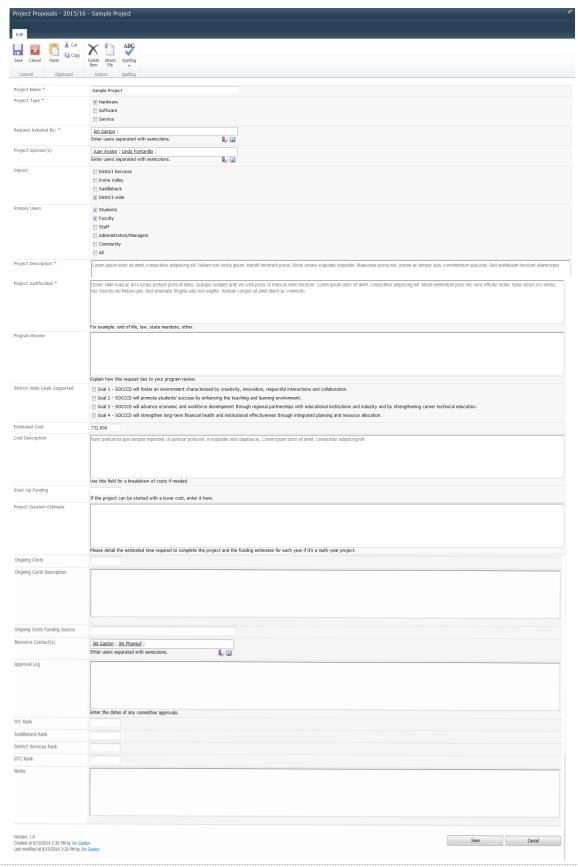
- 4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.
- 4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.
- 4.3 Develop and initiate multi-year financial planning.

APPENDIX C – Project Proposal

South Orange County Community College District Technology Project Proposal

Fiscal Year: Project Name:				
Hardware ☐ Software ☐ Initiated By:				
District Services □	Irvine Valley Colleg	e□ S	addleback Colleg	e□
Project Description:				
Justification:				
SOCCCD/Saddleback/IVC	C Goal or Objective Sup	ported (cli	ck text to open rel	ated website):
Initial Project Cost Estimate	es:			
Description			Unit	Total Cost
		Total		\$0.00
Start-Up Funding:				
Project Start Up				Total Cost
Minimum Funds Required	to Start Project – Year 1			
Ongoing Project Cost Estin	nates and/or Additional	Staffina Re	equirements:	
Description			Unit	Total Cost
		Total		\$0.00
Funding Source for On-goi Project Duration Estimate: Resource Contact(s):	ing Costs:			
Name	Depar	tment	Phone Ext	Email
Import Dates:				
(Sei		(Send fo	oroval Date orward for tization)	

APPENDIX D – Project Proposal Form 2015-2016



APPENDIX E – Project Charter Example



South Orange County Community College District Project Charter – Waitlist

Project Name: Waitlist **Project Director:** Jim Gaston

Project Sponsors: Academic Senates Signature/Date:

Target Launch Date: Summer 2014

Project Description

• The purpose of this project is to replace the existing Priority Add List (PAL) system with an automated waitlist system that is more efficient for students and faculty.

SOCCCD/College Goal/Initiative supported

- District-wide Goal 3: SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.
- The Office of Admissions, Records and Enrollment Services provides efficient, accurate, and timely services to students through the admission, records management, and graduation processes.

High Level Scope

The exact details will be worked out by the design team and the appropriate college governance groups, but the basic features of the waitlist system (as currently proposed) are:

• Faculty will be able to select three options for students to add after their classes close:

Waitlist

No Waitlist – contact the instructor to petition

No Waitlist – attend first day to petition

- The option selected for a class will be shown in the class schedule when the class closes.
- If there is no waitlist, then the class will reopen when a seat becomes available.
- Faculty will be able to create/edit a comment that is displayed to students attempting to enroll in their closed class.
- Students attempting to enroll in a closed class will be asked if they want to be added as number n on the waitlist and the comment from the instructor will be displayed with their specific instructions. The student can choose to receive waitlist notifications via email and/ or SMS text message.
- When a seat opens in a closed class with a waitlist the next person on the list receives an email and/or text notification with an APC number that expires in 24 hours. If the student declines, or chooses to not use it, then the next student on the list is notified and this repeats until the seat is filled.
- The automated notifications are halted 48 hours prior to the first day of class to allow all APCs to be used and this provides time for the instructor to download an accurate roster and waitlist report.

Out of Scope

- The existing APC system will remain unchanged. Upgrades could be performed on this system if there is budget remaining after all desired waitlist functionality is completed.
- The class schedule will remain unchanged except for the addition of the waitlist option for each section.

Technical Assumptions

- This system will be delivered primarily through MySite and will be constructed using the normal District IT processes (agile SCRUM methodology driven by a design team making design and policy decisions).
- The Blackboard Connect API will be used for SMS text notifications.

Project Assumptions

- The design team will make time to be available for project meetings and training other faculty and staff.
- District IT staff and consultants will be available to perform the work without being distracted by other college priorities.

Project Dependencies

- The Blackboard Connect API must be stable and reliable.
- Availability of faculty, management, staff and students for design team meetings.

Project Risks

- This project crosses many functional boundaries at both colleges (faculty, instructional management, student services) and it's not clear at this time which governance group would make the final determination should any policy disputes arise.
- The ideal time to implement this system will be Summer 2014, but there may not be enough time or IT staff available to have the system live when registration begins.

Project Constraints

• Budget of \$250,000.

Project Duration Estimate

• This project is estimated to take 5-6 months from the first design team meeting.

Project Closure

• At a minimum the functions specified in the high level scope section will be delivered and the waitlist system will ideally be available for Summer 2014 registration.

Major Stakeholders

Functional Area	Position Required	Skills/Expertise
Student Services	Vice-Presidents or Designee(s)	College Policies
Instruction	Vice-Presidents or Designee(s)	College Policies
Faculty	Professors from multiple divisions/schools	Business Processes
Admissions and Records	Deans and/or Registrars	Business Processes
Students	Student Design Team	Student Perspective

Proposed Design Team Members

Name	Representing
Jim Gaston, Project Director	District IT
Arleen Elseroad	IVC Admissions
Jane Rosenkrans	Saddleback Admissions
Claudia Lavini	Student
Ari Nur	Student
Geoffrey Simmons	Student
Karla Westphal	Faculty
Karah Street	Faculty
Linda Gleason	Faculty
Roopa Mathur	Faculty
Kathy Schmeidler	Faculty
Juan Avalos	Student Services
Linda Fontanilla	Student Services
Craig Justice	Instruction
Kathy Werle	Instruction
Cadence Wynter	Dean
Cathleen Greiner	Dean

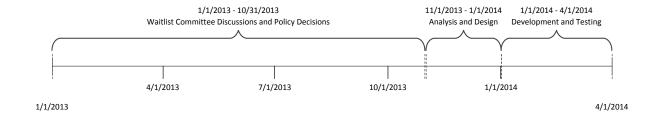
Communication Plan

Audience	Information Type	Frequency
Design Team	Face to face meeting	Monthly
LSCC	Face to face meeting	Update at each meeting
DTC	Face to face meeting	Update at each meeting
Academic Senate	Face to face meeting	As desired by senate
College Community	Project SharePoint site	Monthly

Critical Milestone Dates

Description	Target Date
College Waitlist Committee discussions commence	Spring 2013
Project Charter created	Oct. 2013
Design Team begins meeting	Nov. 2013
Development Team begins coding	Jan. 2014
User Acceptance Testing	Mar. 2014
Go-Live	Apr. 2014

Proposed Timeline



Blackout Dates

Description	Date Range
Winter break	Dec. 23 (2 week duration)
Start of spring semester	Jan. 21 (2 week duration)

Actions

Action to be Taken	Target Date
Create Design Team	Nov. 2013
Assign development staff	Dec. 2013
Create documentation for staff and faculty	Mar. 2013
Schedule training sessions for staff and faculty	Mar. 2013

Revision History

Change Order	Revision	Description	Date	Approval

APPENDIX F - Project Closure Report - Example



Waitlist Pilot Report – Fall 2014

Introduction

The purpose of this document is to report the outcome of the Fall 2014 Waitlist Pilot. It includes the waitlist statistics and the results of a survey that was sent to faculty and students who participated in the pilot.

The functionality of the waitlist system was designed under the guidance of the Waitlist Design Team:

<u>Saddleback</u>	<u>Irvine Valley</u>	<u>Students</u>
Suzanne Anderson	Margaret Blassingame	Claudia Lavini
Juan Avalos	Arleen Elseroad	Ari Nur
Linda Gleason	Linda Fontanilla	Geoffrey Simmons
Jane Rosenkrans	Cathleen Greiner	
Penny Skaff	Craig Justice	
Karah Street	Roopa Mathur	
Kathy Werle	Kathy Schmeidler	
Karla Westphal		
Cadence Wynter		

All of the design documents, including user guides, can be found on the waitlist project SharePoint site:

https://sharepoint.socccd.edu/tls/it/projecthub/wl/default.aspx

Pilot Statistics

Faculty Participants:	139
Waitlisted Sections:	419
Waitlist Additions:	6,843
Waitlist Automated Enrollments:	811
Total Unduplicated Students on a Waitlist:	4,001

Outcome

Overall the pilot went well. As expected with a system of this complexity a number of issues were discovered and resolved as quickly as possible. A list of outstanding requests has been prioritized by the design team and will be placed into the SIS request queue for prioritization by the colleges. Based on the results of the pilot the Waitlist Design Team recommends the system be made available to all instructors for the Spring 2015 registration cycle. All faculty pilot participants and students on at least one waitlist were sent a survey and asked for their feedback on the waitlist system.

Faculty Survey Results - Example

College

	R	Response Response			
		Total	Percent	Points	Avg
IVC		28	50%	n/a	n/a
Saddleback		28	50%	n/a	n/a
Both		0	0%	n/a	n/a
	Total Respondents (For this Question)	56	100%		
	(skipped this	auestion)	9		

Teaching Status

	The state of the s	response	Kesponse	Dointe	Avg
		Total	Percent	ronits	
Full-Time		36	64%	n/a	n/a
Part-Time		20	36%	n/a	n/a
	Total Respondents (For this Question)	56	100%		

Rate experience with areas of waitlist system

	Excellent	Good	Neutral	Fair	Poor	Did Not Use	Response Total	Points	Avg
Waitlist Management Page	58.93% (33)	19.64% (11)	1.79% (1)	0% (0)	1.79% (1)	17.86% (10)	56	n/a	n/a
Waitlist Roster	65.45% (36)	25.45% (14)	0% (0)	1.82% (1)	1.82% (1)	5.45% (3)	55	n/a	n/a
Waitlist Faculty User Guide	41.07% (23)	30.36% (17)	1.79% (1)	3.57% (2)	0% (0)	23.21% (13)	56	n/a	n/a
Overall Opinion of Waitlist System	66.67% (36)	25.93% (14)	0% (0)	1.85% (1)	1.85% (1)	3.7% (2)	54	n/a	n/a
				Total Respo	ndents (For	this Question)	56		

Used waitlist roster to add students before class started

	Response Response	e Pointe	Avg
	Total Percen	e Response Points Percent	
Yes	26 46%	n/a	n/a
No	30 54%	n/a	n/a
	Total Respondents (For this Question) 56		

Used waitlist roster to add students after class started

	Resp	Response Response Total Percent		Dointe	Avg
	To			Foliats	Avg
Yes	4	2	75%	n/a	n/a
No	1	4	25%	n/a	n/a
	Total Respondents (For this Que	stion	56		

Used the instructor comment feature

	Response	kesponse kesponse		Avg
	Total	Percent	Foliats	AVg
Yes	19	34%	n/a	n/a
No	37	66%	n/a	n/a
	Total Respondents (For this Question)	56		

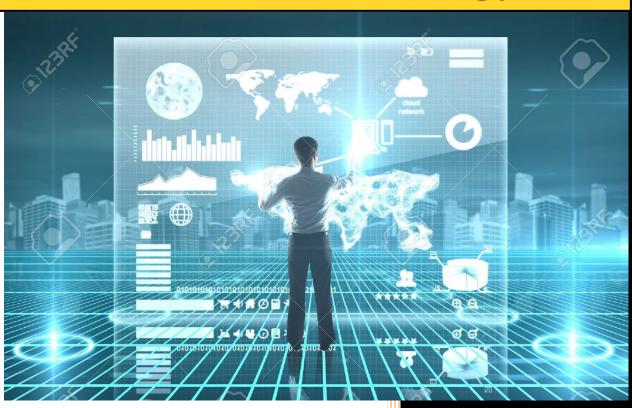


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2015-2020

Saddleback College Technology Plan



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I. EXECUTIVE SUMMARY

Saddleback's vision is to become the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education. The college uses an array of technology, technological systems, and software to assist in meeting its vision, mission, and goals. The Technology Services department provides technology support in the areas of data network administration, desktop computers, IP telephones, software and database support, data storage, server administration, web administration, private cloud services, SharePoint, audio-visual services, IP-based cameras, learning management system, application development, print management, electronic medical records, access-control, and instructional computer labs.

Saddleback promotes an environment of universal access across all technology services throughout the college and district. The technology plan and all its objectives must ensure universal access across all technology services. Additionally, all applicable educational, state, and federal laws and codes must be adhere to during the implementation of this plan and technologies. The Technology Committee is the governance committee that engages in discussions regarding all college technology matters. The membership of the committee has broad representation from all college constituents.

The primary funding of all technology investments are through general fund unrestricted (010), restricted (011), or BAARC funds (040). The Annual Planning Prioritization & Resource Allocation Process is the college process for the request of general fund funding of new technology requests. Technology funding requests for 040 fund go through the Basic Aid Allocation and Recommendation Committee (BAARC), which makes the final recommendation to the Chancellor. During the development of the technology plan, there were a number of institutional plans consulted. Additionally, student, faculty, staff, and manager surveys were conducted and open-forums were held to collect information that guided the development of the goals and objectives.

This five-year plan is lofty and has eight technology goals with thirty-four objectives. The eight technology goals are:

- 1. Design, enhance, and maintain infrastructure to support the technological needs of students, faculty, staff, and management based on the fast-evolving technological landscape
- 2. Develop, enhance, and maintain technological systems that will enable the college to deliver all onsite services online
- 3. Research, test, and implement various technologies that enhance student experiences and support student success

- 4. Enhance all classroom technology and develop an environment supportive of 21st century technology and up-to-date technology-based instructional tools
- 5. Cultivate an environment of technical proficiency through professional development opportunities for all faculty, staff, and management
- 6. Ensure integrity, security and availability of data and technologies
- Support the expansion of community service, college awareness, outreach and distance learning functions of Saddleback broadcast properties KSBR-FM and Channel 39
- 8. Support quality and growth in online education for all courses and programs

The technology plan underlines the importance of proper staffing levels to ensure the implementation of the plan and the adequate level of support for the technology. The technology committee also developed and approved replacement plans, standards, and projected future technology expenditures.

II. INTRODUCTION

Saddleback College, as a dynamic, diverse community of learners and innovators, seeks to empower students, faculty, staff and management through effective utilization of information technology. This will be accomplish through the implementation of the Saddleback College Technology Plan. The term "technology" is defined as all computer hardware, software, and technology infrastructure essential to the delivery of information (gathering, storing, retrieving, communicating, or displaying) in text, image, or digitized form. Technology includes both academic and administrative computing systems as well as related software, instructional delivery systems (e.g. internet, multimedia, data, and video distribution), communications links, telephone systems, computer networks, and all integrated systems and software, which support the above items.

The 2015-2020 Technology Plan provides a strategic pathway to guide the campus forward in its implementation of technology.

Specific areas of college technology support are categorize as follows:

Data Network Administration

- Routers
- Firewalls
- Network Switches
- Wired Infrastructure
- Wireless Access Points
- Network Access Control

Desktop Computers

- Faculty, Staff and Administrative Computers
- Student Computer Labs and Classrooms
- Open Access/General Use Computers

Telephones

- Adds, Moves, and Changes
- Call Handlers/Phone Trees
- Voicemail
- Fax Lines

Software & Database Support

- End User Support and Training
- District Application Support
- College Specific Software & Database Installation and 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 College Web Site
- 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

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

III. MISSION, VISION, & VALUES

The technology plan supports and facilitates the overarching mission, vision, and values of Saddleback College.

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.

Vision

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

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.

We value diversity and equality for all individuals. We promote an environment of universal access across all technology services throughout the college and district. This Technology Plan and all its objectives must ensure universal access across all technology services. Additionally, all applicable educational, state, and federal laws and codes must be adhere to during the implementation of this plan and technologies.

The overarching vision through the implementation of the goals is to develop all software to operate in most commonly used browsers and be operating system agnostic with responsive design.

IV. GOVERNANCE, TECHNOLOGY FUNDING, AND PLANNING PROCESS

The Technology Committee is the governance committee that engages in discussions regarding all college technology matters. Its membership, decision-making process, scope and other related items are listed below. The committee creates and approves the original Technology Plan, reviews it annually, and makes appropriate changes as needed.



Technology Committee

Purpose

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

Definition of Terms

The term technology is defined as all software, hardware, and technology infrastructure that is essential to the delivery of information in digital format, text, or image—including gathering, storing, retrieving, communicating, or displaying this information. Technology includes both academic and administrative systems as well as related software, instructional delivery systems (e.g. multimedia, data and voice distribution), communication links, telephone systems, and all integrated systems and software that support the above.

Meeting Dates and Time

Every month on the 1st and 3rd Thursday of the month from noon – 1pm in the President's Conference room.

Scope

- Keep abreast of the latest advance in educational technology
- Provide input on strategic direction for college technology and district processes
- Review and prioritize district-wide technology projects
- Ensure alignment of technology recommendations with College strategic plans
- Provide recommendations to the Resource Allocation Committee regarding college requests for new technology
- Provide a forum for technology discussion and exchange of ideas
- Provide recommendations on College wide technology issues
- Disseminate (college and district) technology information to constituent groups
- Review and assess all computer labs for efficiency, review utilization and potential multiple use
- Review/Approve the college technology plan

Membership

- Chair: Director of Technology Services
- Academic Senate Representative
- Classified Senate Representative
- 2 Faculty Representatives
- ASG Representative

- CSEA Representative
- Alternate Media Specialist
- Dean of Online Education
- Student Services (Dean/Manager)
- Instruction (Dean/ Manager)
- Director of College Broadcast Services

Decision-Making Process

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

Communication Process

SharePoint and two-way communication by committee representatives to constituent groups.

SharePoint Site

https://sharepoint.saddleback.edu/t/default.aspx

The college uses these two primary forms of funding for technology projects:

1. General Fund

a. Unrestricted: 010b. Restricted: 011

2. Basic Aid or Capital Outlay Fund: Fund 40

The Annual Planning Prioritization & 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. The process is outlined in Exhibit A.

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. 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. The complete process is outlined in the flow chart listed in Exhibit B.

The college's strategic planning organizational chart is listed in <u>Figure 1</u>.

V. PLANS CONSULTED

Saddleback College Strategic Plan 2014-2020

Enrollment Management Plan (high schools, retention, basic skills to college level, certificates & degrees)

Student Equity Plan 2014

Facilities 20-Year Master Plan

Economic and Workforce Development Plan 2015-2020

District-wide Strategic Plan 2014-2020

District-wide Technology Plan 2015-2020

National Educational Technology Plan

VI. CAMPUS-BASED RESEARCH

College-wide Open Forums

The committee wanted to maximize the opportunities for the collection of data and therefore decided to have two open forums. The first forum was conducted during the evening and the second forum was conducted during the lunch hour. This provided an opportunity for morning and evening stakeholders to attend open forums.

- Open Forum #1: Student Services Center 212—November 18, 2014 (Evening Event)
- Open Forum #2: President's Large Conference Room—November 20, 2014 (Lunch Event)

Internet Technology Plan Blog

An additional data-gathering method was the use of a technology plan blog. The blog was accessible during the open forums allowing stakeholders to contribute to the discussion from anywhere with internet access.

Board of Trustees Chancellor President **Participatory Governance Groups** Strategic Planning Academic Groups (SPGs) Senate Consultation (Faculty) Council Classified Senate/CSEA (Staff) Associated Student Gov (Students) Planning & Budget Steering Management Committee (PBSC) Technology Committee Academic Programs, Student Support Educational Units, & Administrative Units Planning & Assessment ommittee (EPA)

Strategic Planning Organizational Chart

Figure 1. Strategic Planning Organizational Chart

Surveys

The concept of conducting college-wide surveys was discussed at length in the technology committee during the fall 2014 semester. The data collected from our surveys guided the development of the goals and objectives. The committee worked jointly with the research department to create questions that would assist in acquiring the proper data the committee was seeking. It was agreed that three different surveys would be

distributed targeting the various campus stakeholders. The three surveys below were distributed in the fall 2014 semester.

- Student Technology Survey (Fall 2014)—<u>Exhibit C</u>
- Faculty Technology Survey (Fall 2014)—<u>Exhibit D</u>
- Staff/ Management Technology Survey (Fall 2014)—Exhibit E

VII. TECHNOLOGY DEFINITIONS

<u>Bandwidth</u> = The range of frequencies within a given band, in particular that used for transmitting signals, such as computer network traffic.

<u>Gaucho Box</u> = A private cloud service similar to DropBox that is accessible to all Saddleback employees.

<u>Internet of Things</u> = The development of the Internet in which everyday objects have network connectivity, allowing them to send and receive data (e.g. irrigation system, lighting system, etc.)

<u>LMS</u> = Learning Management System. This is the system utilized by our professors to provide online instruction, hybrid, or simply as a repository for electronic material provided to students.

<u>Saddleback App Store</u> = A private cloud service that offers all available and procured institutional applications to Saddleback employees.

- <u>Streaming System</u> = a method of transmitting or receiving data (especially video and audio material) over a computer network as a steady, continuous flow, allowing playback to proceed while subsequent data is being received.
- <u>VDI</u> = Virtual Desktop Infrastructure. The practice of hosting a desktop operating system within a virtual machine (VM) running on a centralized server.
- <u>VLAN</u> = Virtual Local Area Network. A group of devices on one or more LANs that are configured to communicate as if they were attached to the same wire, when in fact they are located on a number of different LAN segments.

VIII. 2015-2020 GOALS, OBJECTIVES & ACTION STEPS

College Strategic Goal #2	SOCCCD Technology Plan Goal #1
Saddleback College will promote students' success by	SOCCCD Technology Plan Goal #3
enhancing the teaching and learning environment	

Technology Goal 1

Design, enhance, and maintain infrastructure to support the technological needs of students, faculty, staff, and management based on the fast-evolving technological landscape

Objective Number	Due Date	Responsible Party
Objective 1.1 Make the wireless network ubiquitous throughout the campus and support the full throughput of video (SS, FS, S&MS) Action Steps: 1.1.1 Create a BAARC funding request 1.1.2 Create project scope and begin project 1.1.3 Assess coverage and make changes as needed	Spring 2017	Director, Technology Services and Broadcast Systems
Objective 1.2 Create a streaming system with LMS integration	October 2017	Director, Technology Services & Broadcast Systems
Action Steps: 1.2.1 Conduct an analysis of all requirements with multiple departments		
1.2.2 Understand the bandwidth and hardware requirements		
1.2.3 Convert all videos (i.e. DVD, VHS) to digital format		
1.2.4 Acquire all rights for legal streaming		
1.2.5 Implement system and provide training		
Objective 1.3	October 2018	Director, Technology Services & Broadcast Systems

Develop a private Saddleback cloud to deliver an array of services		
Action Steps:		
1.3.1 Create a Gaucho Box		
1.3.2 Create a Virtual Desktop Infrastructure		
1.3.3 Create a Saddleback App Store		
Objective 1.4	December	Director, Technology Services &
Enable the infrastructure for the "Internet of Things"	2016	Broadcast Systems
Action Steps:		
1.4.1 Create VLAN categories for all "Internet of Things" to keep them separated and secured		
1.4.2 Connect HVAC with proper configuration of VLAN		
1.4.3 Connect Irrigation system with proper configuration of VLAN		
1.4.4 Connection LED lighting with proper configuration of VLAN		
1.4.5 Increase bandwidth as needed from workstation to Internet to keep up with demand		
Objective 1.5	August 2020	Director, Technology Services and Broadcast Systems in collaboration
Explore and implement smart parking technology	2020	with: • Sr. Director, Facilities
Action Steps:		Chief of Police
1.5.1 Analyze various smart parking technology		
1.5.2 Analyze and study alternatives		
1.5.3 Review with Technology Committee		
1.5.4 Create standards for smart parking technology		
1.5.5 Request BAARC request if decided		
1.5.6 Implement if feasible		

Objective 1.6 Explore gunshot recognition technology to better secure our campus Action Steps: 1.6.1 Analyze all options available, software & hardware requirement, and facilities requirements 1.6.2 Analyze and study alternatives	September 2018	Chief of Police in collaboration with: • Director, Technology Services and Broadcast Systems
1.6.3 Create BAARC request, if required		
1.6.4 Implement if feasible		
Objective 1.7 Expand video management systems with analytics for license plate recognition (S&MS) Action Steps: 1.7.1 Analyze all options available and software & hardware requirement 1.7.2 Develop a standard and process for data access and deletion 1.7.3 Create BAARC request or other form of funding 1.7.4 Implement if feasible	September 2018	Chief of Police in collaboration with: • Director, Technology Services and Broadcast Systems
Objective 1.8	March	Director, Technology Services and
Install a new data center to house all crucial institutional data Action Steps: 1.8.1 Conduct analysis by 3rd party to ensure due diligence on selection 1.8.2 Review outcome of analysis with Technology Committee 1.8.3 Develop implementation plan	2017	Broadcast Systems Office of Planning, Research, and Accreditation (O.P.R.A)
Objective 1.9	December 2020	Director of Facilities Chief of Police

Migrate from physical keys to electronic access-control	Director of Technology Services and Broadcast Systems
Action Steps:	
1.9.1 Work is selecting the correct technology	
1.9.2 Assessment of required hardware and	
software	
1.9.3 Deploy in new buildings	
1.9.4 Create a deployment plan	
1.9.5 Deploy based on plan	

College Strategic Goal #2	SOCCCD Technology Plan Goal #1
Saddleback College will promote students' success	SOCCCD Technology Plan Goal #2
by enhancing the teaching and learning environment	

Develop, enhance, and maintain technological systems that will enable the college to deliver all onsite services online

	active at onsite services on the				
Objective Number	Due Date	Responsible Party			
Objective 2.1	December	Dean, Online Education and			
Support the development and expansion of online tutoring through collaboration with the Tutoring Center (SS)	2017	Learning Resources Director, Learning Assistance Programs			
Action Steps:					
2.1.1 Work with subject specific departments to support their online tutoring needs 2.1.2 Expand online tutoring support for basic skills students					
Objective 2.2 Research and implement systems that enable professors to deliver all classroom assignments and assessments digitally (SS)	July 2018	Dean, Online Education and Learning Resources Director, Technology Services & Broadcast Systems Faculty Center			
Action Steps:					
2.2.1 Develop easy to use systems and processes that enable the conversion of new or existing class material to digital format (SS) (FS)					

hardware i requirement 2.2.3 Anal 2.2.4 Crea	lyze and study alternatives ate BAARC request, if required		
	lement if feasible	A 4	Discourse To do not be seen Course.
hardware f conferenci employees	cess to high quality software and for web conferencing and video ing tools to all Saddleback s, including individual desktops and d conference rooms (FS)	August 2017	Director, Technology Services & Broadcast Systems
Action Ste	eps:		
co	rovide high quality cameras and according to each employee's computer college-wide and conference coms		
	esearch best fitting video onferencing system		
	evelop training documentation and eploy to all employees college-wide		
2.3.4 In	nplement college-wide		

College Strategic Goal #2	SOCCCD Technology Plan Goal #1
Saddleback College will promote students' success	SOCCCD Technology Plan Goal #2
by enhancing the teaching and learning	
environment	

Research, test, and implement various technologies that enhance student experiences and support student success

Objective Number	Due Date	Responsible Party
Objective 3.1	March	Director, Technology Services and
Engage cellular companies to establish strong cell coverage from all major carriers	2018	Broadcast Systems
Action Steps:		
3.1.1 Analyze existing contracts		

		
3.1.2 Contact cellular companies without a cellular antenna on campus		
3.1.3 Get contracts and have them reviewed by facilities, VP of admin services, and President		
3.1.4 Create a five-year contract and implement cellular antennas		
3.1.5 Inform and advertise to all students and employees		
Objective 3.2	December	Dean, Enrollment Services and
Research customer relationship management	2016	Director, Technology Services and
(CRM) software and engage in discussions on implementation		Broadcast Systems
Action Steps:		
3.2.1 Form work group		
3.2.2 Analyze and compare CRM software		
3.2.3 Review with Technology Committee		
3.2.4 Submit BAARC request, if required		
Objective 3.3	August	Director, Technology Services and Broadcast Systems
Research potential of rental of electronic textbooks for students (SS)	2016	Broadcast Systems
Action Steps:		
3.3.1 Discuss item with college bookstore		
3.3.2 Advertise existing services to students		
J. Control of the con	g :	D:
Objective 3.4	September	Director, Technology Services and Broadcast Systems
Explore options for making tablets available for students to checkout (FS)	2017	210440400 070001110
Action Steps:		
3.4.1 Research topic with Deans		
3.4.2 Conduct an informal assessment of faculty interest through Deans meetings and Chairs		

3.4.3 If enough interest, discuss logistics with checkout of tablets with library	
3.4.4 Identify a suitable location for tablet student checkout	
3.4.5 Create checkout forms and ways to retrieve	
3.4.6 Create policy on the support for these tablets	
3.4.7 Implement program if feasible	

College Strategic Goal #2	SOCCCD Technology Plan Goal #1
Saddleback College will promote students' success	SOCCCD Technology Plan Goal #2
by enhancing the teaching and learning environment	

Enhance all classroom technology and develop an environment supportive of 21st century technology and up-to-date technology-based instructional tools

century technology and ap-to-date technology-based this factional tools		
Objective Number	Due Date	Responsible Party
Objective 4.1	January	Director, Technology Services
Replace and update all classroom equipment to meet new technology standards (FS)	2018	and Broadcast
Action Steps:		
4.1.1 Submit a request for BAARC funding		
4.1.2 Create a contract with a project management firm for the development of the RFP		
4.1.3 Create list of all classrooms, conference rooms, and meeting rooms by division		
4.1.4 Discuss list of priorities with Deans and managers		
4.1.5 Select a contractor from RFP		

4.1.6 Implement upgrades based on established priority list		
Cobjective 4.2 Keep all instructional software current and relevant as needed and requested by professors for effective instruction (FS) Action Steps: 4.2.1 Assigned tech to consult with faculty members every semester on software requirements 4.2.2 Create a software replacement schedule 4.2.3 In conjunction with faculty members, update software to stay current	December 2016	Director, Technology Services and Broadcast
Objective 4.3 Implement lecture-capturing technology with ability for professor to easily turn on/off, ensuring ease of use for both instructors and students. (FS) Action Steps: 4.3.1 Research the lecture capture market 4.3.2 Invite top companies to conduct a demo for the Technology Committee 4.3.3 Top three companies to conduct demo with mostly faculty and Deans in attendance 4.3.4 Review infrastructure and equipment	May 2020	Director, Technology Services and Broadcast
requirements 4.3.5 Submit BAARC request for funding 4.3.6 Implement lecture capture technology, if feasible and approved		
Objective 4.4 Explore the expanded use of 3D printing currently available and increase awareness of its utility (FS)	September 2017	Director, Technology Services and Broadcast in collaboration with Glen Stevenson

Action Steps:		
4.4.1 Review existing 3D printing		
throughout campus		
4.4.2 Discuss with faculty and management areas to expand		
4.4.3 Advertise existing technology		
4.4.4 Expand where necessary and feasible		
Objective 4.5	September	Director, Technology Services
Implement "follow-me" printing for user mobility—print anywhere, anytime from any device—student print stations	2016	and Broadcast
Action Steps:		
4.5.1 Research market and options		
4.5.2 Conduct demos of products and include LRC staff		
4.5.3 Select vendor		
4.5.4 Work through purchasing process		
4.5.5 Implement and advertise to students and staff		

College Strategic Goal #1 Saddleback College will foster an environment characterized by creativity, innovation, respectful			
interactions, and collaboration Technology Goal 5			
Cultivate an environment of technical proficiency through professional development opportunities for all faculty, staff, and management			
Objective Number	Due Date	Responsible Party	

Objective 5.1 Explore and continue online training opportunities for all college employees Action Steps: 5.1.1 Get an assessment of employee needs 5.1.2 Identify offerings 5.1.3 Secure funding 5.1.4 Implement strategy and access as required	October 2018	Dean, Online Education and Learning Resources Professional Development Committee Director, Technology Services and Broadcast Systems
Objective 5.2	May 2020	Director, Technology Services
Emulate and make available short three to five minute training videos for all software and hardware systems		and Broadcast
Action Steps:		
5.2.1 Make inventory of all software and hardware		
5.2.2 Select technology		
5.2.3 Select location of storage and webpage location		
5.2.4 Create videos		
5.2.5 Post them on webpage		
5.2.6 Advertise to all college community		

College Strategic Goal #1	SOCCCD Tech	nology Plan Goal #1	
Saddleback College will foster an environment			
characterized by creativity, innovation, respectful			
interactions, and collaboration			
Technology Goal 6			
Ensure integrity, security and availability of data and technologies			
Objective Number	Due Date	Responsible Party	

Research and implement best security practices safeguarding data from inception to deletion Action Steps: 6.1.1 Provide user education and awareness training of secure passwords, virus/spyware avoidance, and data handling policies 6.1.2 Implement secure connections and use of digital certificates wherever possible to protect data from being monitored or manipulated by unauthorized parties 6.1.3 Configure firewalls, gateways, intrusion detection devices, and monitoring software to block and screen for Distributed Denial of Service attacks, viruses, unauthorized intrusion, port scans and other attacks 6.1.4 Implement data loss prevention measures and file auditing to monitor and track data breaches, and alert system administrator 6.1.5 Ensure data is stored in an encrypted format, where appropriate, to protect private and confidential information 6.1.6 Destroy sensitive data when it is no	August 2017	Director, Technology Services and Broadcast Systems
6.1.6 Destroy sensitive data when it is no longer needed and in cases of asset disposal or transfer		
Objective 6.2 Store data locally or use cloud-based data storage in adherence to U.S. laws	March 2018	Director, Technology Services and Broadcast Systems
Action Steps: 6.2.1 Draft standards with the Technology Committee		
6.2.2 Make the standards part of the Software Acquisition process district-wide		
6.2.3 Inform all employees about the software acquisition process		

6.2.4 Have an attorney come and discuss the potential issues during an event that is well attended (e.g. breakfast, flex-week, etc.)		
Objective 6.3 Explore off-campus business continuity options	May 2019	Director, Technology Services and Broadcast Systems
Action Steps: 6.3.1 Configure firewalls, gateways, intrusion detection devices, and monitoring software to block and screen for Distributed Denial of Service attacks, viruses, unauthorized intrusion, port scans and other attacks		
6.3.2 Implement data loss prevention measures and file auditing to monitor and track data breaches, and alert system administrator		

College Strategic Goal #1	SOCCCD Technology Plan Goal #1
Saddleback College will foster an environment	
characterized by creativity, innovation, respectful	
interactions, and collaboration	
College Strategic Goal #2	
Saddleback College will promote students' success	
by enhancing the teaching and learning	
environment	
Tashralam Casl 7	

Support the expansion of community service, college awareness, outreach and distance learning functions of Saddleback broadcast properties KSBR-FM and Channel 39

Objective Number	Due Date	Responsible Party
Objective 7.1	Spring	Director, Broadcast Services in
Adopt high definition broadcasting technology for KSBR-FM	2017	collaboration with Director, Technology Services and Broadcast Systems
Action Steps: 7.1.1 Consult with engineer regarding necessary equipment upgrades.		
7.1.2 Obtain quotes for equipment and software.		

		
7.1.3 Identify funding sources for equipment purchases.7.2.4 Contract with engineer for equipment installation.		
OL: -42 7.2	Fall 2017	Diversity Description
Objective 7.2 Expand live streaming capacity of channel 39	Fall 2017	Director, Broadcast Services in collaboration with Director, Technology Services and
Action Steps: 7.2.1 Consult with engineer and video technicians about needed upgrades.		Broadcast Systems
7.2.2 Obtain quotes for equipment and software.		
7.2.3 Identify funding sources for upgrade purchases.		
7.2.4 Contract with engineer for equipment installation.		
Objective 7.3	Fall 2017	Director, Broadcast Services in
Enable live event origination capability for channel 39	1 411 2017	collaboration with Director, Technology Services and Broadcast Systems
Action Steps: 7.3.1 Consult with video technicians regarding needed equipment.		
7.3.2 Obtain quotes for equipment and software.		
7.3.3 Identify funding sources for upgrade purchases.		
Objective 7.4	Spring	Director, Broadcast Services in
Expand Saddleback media delivery to "smart" devices such as Android and iPhone	2017	collaboration with Director, Technology Services and Broadcast Systems
Action Steps: 7.4.1 Consult with video technicians, engineering and Saddleback Technology Services.		

7.4.2 Obtain quotes for recommended equipment and application development.		
7.4.3 Identify funding sources for upgrade purchases.		

College Strategic Goal #1	SOCCCD Technology Plan Goal #1
Saddleback College will foster an environment	SOCCCD Technology Plan Goal #2
characterized by creativity, innovation, respectful	
interactions, and collaboration	
College Strategic Goal #2	
Saddleback College will promote students' success	
by enhancing the teaching and learning	
environment	

Support quality and growth in online education for all courses and programs

Support quality and growth in online education for all courses and programs			
Objective Number	Due Date	Responsible Party	
Objective 8.1	May 2017	Dean, Online Education and	
Coordinate with all stakeholders and		Learning Resources	
departments to ensure uniform, quality support		Faculty Center	
for all users in online education		Faculty Coordinator for Online	
		Education	
Action Steps:			
8.1.1 Solicit needs from each division			
8.1.2 Analyze best practices and plans from			
other sources and institutions			
8.1.3 Develop a draft of plan			
8.1.4 Vet the draft with all stakeholders and			
make revisions as needed			
8.1.5 Finalize the draft and vet/approve			
through shared governance processes			
Objective 8.2	Ongoing,	Dean, Online Education and	
Procure, maintain and promote the use of	May 2020	Learning Resources	
instructional technologies to support online	1 vi ay 2020	Faculty Center	
education		Faculty Coordinator for Online	
		Education	
Action Steps:			
8.2.1 Develop a protocol for requesting,			
piloting and integrating new technologies			

	I	
 8.2.2 Request, via resource allocation process, a special fund for instructional technologies each semester to support ongoing requests from faculty members. 8.2.3 Per established protocol, hold period workshops to promote the use of pilot 		
technologies and to explore options for college-wide availability and adoptions.		
Objective 8.3 Support professional development opportunities to promote quality growth in online education	Ongoing, May 2020	Dean, Online Education and Learning Resources Faculty Center Faculty Coordinator for Online Education
Action Steps: 8.3.1 Hold regular workshops on course design and navigation for new online instructors		
8.3.2 Explore incentives for online certification for instructors (such as @ONE, Quality Matters)		
8.3.3 Offer specialized training for departments/divisions		
8.3.4 Offer training and workshops in a variety of modes, including online, in-person, and webinars/videos		
Objective 8.4	Ongoing,	Dean, Online Education and
Align with and integrate statewide standards and accreditation guidelines for online education.	May, 2020	Learning Resources
Action Steps: 8.4.1 In collaboration with Standard 1-4 chairs, establish a work group to review and respond to accreditation standards for DE		
8.4.2 Provide a needs assessment through work group, including an action plan		
8.4.3 Work with stakeholders and shared governance toward implementation of action plan to fulfill accreditation standards.		

IX. STAFFING

The 21st century has seen remarkable advancements in technology and Internet-based products. The "Internet of Things" continuous to touch various aspects of college operations. The irrigation system is now connected to the Internet. Lighting is now connected to the Internet. The HVAC system is on the Internet. Our health center is now using electronic medical records. The police department has implemented PoE cameras, instructional technology has exploded, and our student services areas have integrated vital information systems to streamline and enhance services to our college community.

The infusion of technology in all college operations relies heavily on technical experts to assist in design, selection, deployment, training, and maintenance, and has created a high demand on existing college technical professionals to keep up with all this demand. Some years ago, California tasked the Gartner Group with creating a Total Cost of Ownership (TCO) model, which takes into consideration the number of college computers and FTEs. Applying that model to Saddleback, the college would require an additional seventeen more technical professionals to support the current infrastructure. This plan would like to emphasize the need to fund and hire appropriate level of technical human resources to keep up with the demands of the college. The lack of these resources can have negative effects on technical projects, construction, support, and overall operations of the college.

X. REPLACEMENT SCHEDULES, PROJECTED EXPENDITURES, & STANDARDS

Computer Classroom (Instructional Lab) Replacement Schedule—Exhibit F

Employee and Operational Systems Replacement Schedule—Exhibit G

College Audio/Visual Standards—Exhibit H

Projected Technology Expenditures—Exhibit I

EXHIBIT A

Saddleback College

ANNUAL PLANNING PRIORITIZATION & RESOURCE ALLOCATION PROCESS

This process is for <u>new requests only.</u> Replacement and refresh will be addressed in the individual plans regarding technology, equipment, facilities and non-faculty human resources.

Criteria for Submitting Request:

- 1. Need is documented in most recent Program or Administrative Unit Review (PR/AUR) (submitted by December 31, 2011)
 - a. Reference the page numbers where the need is referenced in the PR/AUR in the resource request.

-OR-

- 2. Request is an identified tactic for implementation of the 2010-13 Strategic Plan
 - a. Reference the tactic number as stated in the Strategic Plan in the resource request.

Resource Request Process: (approx. dates)

- 1. **January 31st.** Dept. chairs, faculty coordinators, and unit managers submit requests for NEW equipment, technology, facilities and non-faculty human resources to the administrator or manager. The administrator or manager may add additional requests for their area.
- 2. **Level 1 review:** Administrator/manager meets with department chairs, faculty coordinators, classified staff representation, and unit managers, as a group, to prioritize requests, by type, for their area.
- 3. **February 28th. Level 2 review:** Administrators/managers submit their prioritized requests to their Vice President and President (or designee). Each branch (Instruction, Student Services, and Admin/Ops) will meet to prioritize the requests, by type, for each "Branch". If a division's priorities are changed, written explanation will be provided.
- 4. **March 21**st. **Level 3 review:** Each branch will submit their consolidated list of requests, by type, to the College Resource Committee (CRC). CRC will distribute the Technology list to the Technology Committee and the Facilities list to the Safety and Facilities Committee for feedback prior to considering the requests.

- 5. **April 15th. Level 4 review.** CRC will meet and create a single, unified list of "Collegewide Resource Needs", by type. CRC will plan in a manner that maximizes the efficient use of available resources. E.g. shared positions, equipment etc.
- 6. **May 15**st. PBSC will review CRC recommendations to ensure accuracy and adherence to process only and submit recommendation to Consultation Council.
- 7. May 31st. Consultation Council will review and make a recommendation to the President.
- 8. **May through August.** PBSC will review budgets and recommend funding to apply to CRC priorities as appropriate.

Proposed CRC Membership:

- Vice President for Administrative Services (Chair; Non-voting)
- Vice President for Instruction
- Vice President for Student Services
- 2 Academic Senate Representatives
- 1 CSEA Representative
- 1 Classified Representative

Guideline for Prioritization (all levels):

These guidelines are designed to guide conversations between parties at each of the three levels during the process.

- 1. Health & Safety issues Rise to the top (will define)
- 2. Legal Mandates (will define)
- 3. Directly related to the Strategic Plan
- 4. Quantifiable/Evidence based urgency
 - a. Ramifications if request is not funded
 - b. Availability of alternatives to meet the need
 - c. Solutions previously attempted
- 5. Opportunities to combine requests and/or share resources
- 6. Sustainable support
- 7. Impact/Numbers served

Exhibit B Page 34 of 67

EXHIBIT B

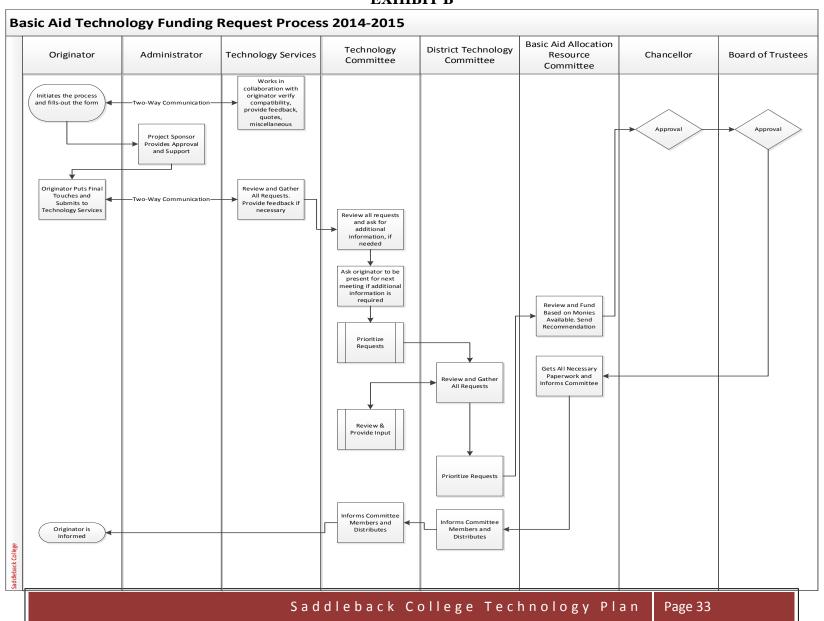


EXHIBIT C

STUDENT SURVEY QUESTIONS

1.	In what kind of class do you use Blackboard? (Check all that apply) a. Hybrid b. Face-to-Face c. Fully Online d. All of the Above
2.	 To what extent is your hybrid or face-to-face class(es) integrated with Blackboard? a. Not integrated at all (do not use Blackboard) b. Somewhat integrated (grades may be posted) c. Moderately integrated (announcements, grades and class content posted occasionally) d. Completely integrated (announcements, grades, discussion boards, class content etc. updated frequently)
3.	How important is having class materials made available on Blackboard? a. Very Important b. Important c. Somewhat Important d. Not Important
4.	How satisfied are you with how your current classes make materials available on Blackboard? a. Very Satisfied b. Satisfied c. Somewhat Satisfied d. Not Satisfied
5.	How important is Blackboard in helping you achieve your academic goals? a. Very Important b. Important c. Somewhat Important d. Not Important
6.	How many third-party websites (not Blackboard) do your classes require the use of for instruction, homework, etc.? a. 0 b. 1-2 c. 3-4 d. 5+
7.	How important is it to have third-party websites integrated into Blackboard?

- a. Very Important
- b. Important
- c. Somewhat Important

- d. Not Important
- 8. Do you feel class materials, resources, etc. should be centralized and stored in Blackboard?
 - a. Yes
 - b. No
- 9. If you have used Blackboard in any of your classes at Saddleback, how would you rate it as a learning resource?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor
- 10. What are the most interesting developments in educational technology that you are aware of (either available now or coming in the future) that Saddleback College and its instructors should consider? (Samples of educational technology: 3D printers, lecture capture, use of tablets, online tutoring, etc.)
- 11. Please describe the BEST or most exciting use of educational technology that you have encountered—one that truly helped you learn.
- 12. How important do you feel the following technologies are for learning? (1=very important; 2=important; 3=somewhat important; 4=not important)
 - a. Campus-wide wireless access (1)__ (2)__ (3)__ (4)__
 - b. Faster Internet speeds/access (1)__ (2)__ (3)__ (4)__
 - c. Access to course documents through the Learning Management System (Blackboard) (1)__ (2)__ (3)__ (4)__
 - d. Student laptops (1)__ (2)__ (3)__ (4)__
 - e. Computer instructional labs (1)__ (2)__ (3)__ (4)__
 - f. Open computer labs (1)__ (2)__ (3)__ (4)__
- 13. Which of the following claims describes the extent to which you prefer the use of educational technology in your courses?
 - a) I prefer no educational technology
 - b) I prefer a small amount (1-3 times a semester) of technology
 - c) I prefer a moderate amount (4-6 times a semester) of technology
 - d) I prefer a large amount (7 plus times a semester) of technology
- 14. What technologies (either available now or coming in the future) will help you be more academically successful at Saddleback College?

Exhibit B
15. In comparison with your classmates, how tech-savvy do you believe you are with mobile technologies (for example: tablets, smartphones, etc.)?
a) I barely get by
b) I am stimulated by technology but find it difficult to use
c) I am competent
d) I am a power-user
16. Do you own your own personal laptop?

- 17. What type of personal device do you use to access college resources? (For example: iPhone, Android device, iPad, etc.) List as many as you use.
- 18. How many wireless devices do you bring with you to college?
 - a) 0-1

a. Yesb. No

- b) 2-3
- c) 3-4
- d) 5 plus
- 19. What is the main purpose for your use of Saddleback College computers?
 - a. Computer lab school work
 - b. Personal work (Social Media, Video Games, etc.)
 - c. Half school work and half personal work
 - d. I bring my own device and don't use Saddleback computers
 - e. Other:
- 20. What is your perception of electronic textbooks?
 - a. Really like them
 - b. Like them
 - c. Don't like them at all
- 21. When you experience technical problems, where do you go for help?
- 22. If Saddleback offered workshops explaining and demonstrating how to use learning technology resources available at Saddleback, would you attend?
 - a. Absolutely
 - b. Maybe
 - c. No

23. Is there anything else you would like to tell us regarding students' use of learning technology?

Demographic Information

- 24. What is your academic goal at Saddleback College?
 - a. Transfer
 - b. Certificate
 - c. Associates Degree
 - d. Professional Development
 - e. Personal Growth
 - f. Other
- 25. What is your age?
 - a. Under 20
 - b. 21-30
 - c. 31-40
 - d. 41-50
 - e. 51-60
 - f. Over 60
- 26. What is your gender?
 - a. Female
 - b. Male
- 27. Are you a veteran?
 - a. Yes
 - b. No

EXHIBIT D

FACULTY SURVEY QUESTIONS

- What are the most interesting developments in educational technology that you are aware of (either available now or coming in the future) that Saddleback College should consider? (Samples of educational technology: 3D printers, lecture capture, use of tablets, online tutoring, etc.)
- 2. Please describe the BEST or most exciting use of educational technology that you have encountered—one that truly helped in learning.
- 3. What type of technology or resource would help you in the integration of technology in your classes?
- 4. How much of a barrier are the following factors in the use of technology in your teaching? (Likert scale 1=no barrier; 2=somewhat of a barrier; 3=a major barrier)
 - a. Time required to learn about technology (1) (2) (3)
 - b. Time required to use technology in a class (1) (2) (3)
 - c. Time to convert existing material to be used electronically (1) (2) (3)
 - d. Copyright/intellectual property issues (1) (2) (3)
 - e. Lack of necessary technical skills (1) (2) (3)
 - f. Don't know how to get started (1) (2) (3)
 - g. Student access to technology (1) (2) (3)
 - h. Access to technology-enhanced facilities (1) (2) (3)
 - i. Lack of current hardware and/or software (1) (2) (3)
 - j. Inadequate classroom projection systems (1) (2) (3)
 - k. Question its usefulness in teaching my courses (1) (2) (3)
 - I. Lack of money to fund initial course development costs (1) (2) (3)
- 5. To what extent do you use a computer in your classroom for instruction?
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
- 6. How many wireless devices do you bring to work with you?
 - e) 0-1
 - f) 2
 - g) 3-4

	h)	5 plus
7.	Do you	use or plan to use VHS video tapes in your classroom?
, .		Yes
	-	No
8.		nad the ability to stream your educational videos to your students (Netflix style), would
	-	e this service?
	•	Yes
		No
		I don't know what this means
9.	Do you	use overhead transparency projectors (not the video projector) in your classroom?
	a.	Yes
	b.	No
10.	Are yo	u interested in the capability to project content from your tablet or smartphone to the
	screen	on the classroom?
	a.	Yes
	b.	No
11.	Do you	connect a laptop to a projection system in the classroom as part of instruction?
	a.	Yes
	b.	No
12.	If, you	answered yes to the previous question, which operating system do you use?
	a.	Microsoft Windows
	b.	Macintosh OS (Apple)
	C.	Other:
13.	Do you	have a computer at home?
	a.	Yes
	b.	No
14.	If you	do have a computer at home, what type of operating system is it running?
	a.	Microsoft Windows
	b.	Macintosh OS (Apple)

- 15. If we offered on-premise staff development classes on basic computer functionality (e.g. how to use a DVD, how to log in, etc.), would you attend?
 - a. Yes

c. Other:____

- b. No
- 16. What components and/or activities do you use/have in your Learning Management System (Blackboard) classes now and /or plan to add in the future?
 - a. Simulations
 - b. Audio resources
 - c. Video lectures (Lecture capture)
 - d. Presentations/lectures
 - e. Discussion forums
 - f. Chat
 - g. Instructor introduction
 - h. Online syllabus
 - i. Online grading
 - j. Social Media
- 17. How important are the following technologies: (Likert scale: 1=very important; 2=somewhat important; 3=not important)
 - a. Saddleback "cloud-service" similar to Dropbox so you can access your files anytime from anywhere but are safely stored and backed up (1) (2) (3)
 - b. Providing audio/video or multimedia presentations in your classes (1) (2) (3)
 - c. Providing students with resources/assistance to use technology to conduct research (1)(2) (3)
 - d. Using computer-based presentation systems/tools (1) (2) (3)
 - e. Developing instructional materials to enhance teaching and learning (1) (2) (3)
 - f. Helping students solve new challenges and/or problems (1) (2) (3)
 - g. Learning Management System (Blackboard) (1) (2) (3)
 - h. Technology that will aid in increasing effectiveness as an instructor (1) (2) (3)
 - i. Technology to communicate and interact with students (1) (2) (3)
- 18. How satisfied are you with the College's provision of AV in your classroom?
 - a. Very Satisfied
 - b. Satisfied
 - c. Not Satisfied
- 19. What type of training do you prefer?
 - a. One-on-one
 - b. Group training
 - c. On-demand training videos
- 20. How do you think technology can improve the student experience?

21.	Please list technologies Saddleback should implement and list them in recommended priority of
	implementation.

Demographic Information

- a. 20-30
- b. 31-40
- c. 41-50
- d. 51-60
- e. Over 60
- 23. What is your gender?
 - a. Female
 - b. Male

24. What is your primary department?	
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EXHIBIT E

STAFF/ MANAGEMENT SURVEY QUESTIONS

- What are the most interesting developments in educational technology that you are aware of (either available now or coming in the future) that Saddleback College should consider? (Samples of educational technology: 3D printers, lecture capture, use of tablets, online tutoring, etc.)
- 2. Please describe the BEST or most exciting use of educational technology that you have encountered—one that truly helped in learning.
- 3. What type of technology or resource would help you in the integration of technology in your daily job?
- 4. Please list technologies Saddleback should implement. Please suggest a priority of implementation.
- 5. What platform of computer system are you more comfortable with?
 - a. Microsoft Windows
 - b. Macintosh OS (Apple)
 - c. Other: _____
- 6. What type of training do you prefer?
 - a. One-on-one personal training
 - b. Group training
 - c. On-demand Training videos
- 7. How many wireless devices do you bring to work with you?
 - a) 0-1
 - b) 2
 - c) 3-4
 - d) 5 plus
- 8. How important are the following technologies to your job functions: (Likert scale: 1=very important; 2=somewhat important; 3=not important)
 - a. Saddleback "cloud-service" similar to Dropbox so you can access your files anytime from anywhere but are safely stored and backed up (1) (2) (3)
 - b. Providing audio/video or multimedia presentations in all rooms (1) (2) (3)

- c. Providing students with resources/assistance to use technology to conduct research (1) (2) (3)
- d. Using computer-based presentation systems/tools (1) (2) (3)
- e. Developing instructional materials to enhance teaching and learning (1) (2) (3)
- f. Helping students solve new challenges and/or problems (1) (2) (3)
- g. Learning Management System (Blackboard) (1) (2) (3)
- h. Technology to communicate and interact with students (1) (2) (3)

Demographic Information

- 9. What is your age?
 - a. 20-30
 - b. 31-40
 - c. 41-50
 - d. 51-60
 - e. Over 60
- 10. What is your gender?
 - a. Female
 - b. Male
- 11. What is your job function?
 - a. Classified Staff
 - b. Management/Administrator

EXHIBIT F

SADDLEBACK COLLEGE

SADDLEBACK COLLEGE

TECHNOLOGY COMMITTEE





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**Decommissioned computers from Groups C, D & E will not be deployed to other campus locations.

Group A - Every Odd Calendar Yo	ear
Lab Name or Location	Qty
Graphics Lab (Mac) TAS 226	29
Graphics Lab (Mac) TAS 227	36
Comm Arts Video Lab (Mac) Vil 508	26
CAD Lab (Windows) TAS 218	33
Rapid Prototyping (Win) Vil 33-2	18
High Tech Lab (Win) Vil 29-1	19
High Tech Prod Lab (Mac) Vil 23-1	6
General Lab (Windows) Vil 32-1	33
MAP Lab SSC 166	17
BGS Fashion BGS 104,110,119	3
BGS Interior Design BGS 130-132	9
Total:	229

Group B - Every Even Calendar Yea	ar
Lab Name or Location	Qty
Digital Photography (Mac) LRC 102	33
Digital Photography (Mac) LRC 103	28
BGS 234 Lab (Windows)	31
IMC Lab (Windows) BGS 248	80
BGS 233 Lab (Windows)	31
Career Center (Windows) SSC	38
Total:	241

Group E - Every 4 years		
Lab Name or Location	Qty	Acquired Date
Comm Arts Editing Lab (Mac) Vil 517	9	2009
Faculty Center for Student Success (Mac) BGS		
249	37	2012
Matriculation/Student Success Lab Vil 8	36	2008
Health Sci Laptops HS 102 & 112	12	2007
Health Sci Lab (Windows) (2018) HS 103	33	2010
Writing Lab (Win) LRC 209-210	55	2012
Language Lab (Windows) LRC 258	40	2012
Library Open Lab Thin Clients (Tutoring)		
(2nd-50 & 3rd-40) LRC 258	90	2012
Counseling Laptops (Windows) SSC	30	2006
Student Government	6	2006
SSC Lobby (4 PCs) (6 Thin Clients)	4	2010
Physics laptops (Windows) SM 101-102	32	2012
Library Workshop Laptops (Win) LRC 314	30	2012
Auto Tech (Win) (10 laptops) TAS 123-127	16	2007
KSBR	15	2007/2008
Total:	445	

Count of Proposed Replacement 2015:

	Trickle Down	lota
Group C - From Group A		

Comm Arts Audio (Mac) Vil 507

Journalism (Mac) LRC 116

Culinary Arts Lab Vil 3

MSE Lab (Windows) SM 348

Chemistry Lab (Windows) SM 207

Lab Name or Location

Group D - From Group B	
Lab Name or Location	Qty
Graphics Lab (Mac) TAS 115	17
Reading Lab (Windows) LRC	
215,216,221,230	104
Liberal Arts Lab (Windows) LRC 117**	27
LRC Tutoring (Win) * LRC & LRC 211	10
Total:	158

Group D - From Group B	
Lab Name or Location	Qty
Graphics Lab (Mac) TAS 115	17
Reading Lab (Windows) LRC	
215,216,221,230	104
Liberal Arts Lab (Windows) LRC 117**	27
LRC Tutoring (Win) * LRC & LRC 211	10
Total:	158

Legend:

Qty

27

20

53

5

29

134

Total:

^{*}Macs can be re-purchased by Apple and given credit towards next purchase

^{**}This was replaced in 2015 since TAS remodel removed Vil 32-1 temporarily

EXHIBIT G



SADDLEBACK COLLEGE

TECHNOLOGY COMMITTEE



EMPLOYEE AND OPERATIONAL SYSTEMS REPLACEMENT SCHEDULE

Description	Replacement Cycle	Year of Next Replacement	Approximate Number
Computers			
Faculty & Classroom	4 years	2018	700
Managers & Staff	4 years	2019	400
Conference Rooms	4 years	2019	22
Department Miscellaneous	4 years	On-Going	121
Loaner Computers	4 years	2018	15
Systems/ Others			
Video Projectors	7 years	2015	200
Multimedia (AV) Equipment	7 years	2015	200
Printers	4 years	On-Going	300
Board Room	5 years	2015	Multiple
Television Station Equipment	7 years	2018	Multiple
Radio Station Equipment	5 years	2015	Multiple
Network Core and Edge Switches	7 years	2021	163
UPS	7 years	2016	100
Copiers	7 years	On-Going	40
Wireless Network	7 years	2016	1200
Servers	5 years	On-Going	15
Security Devices	7 years	2017	4
Storage Area Network	5 years	2020	2

Saddleback College Technology Plan

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EXHIBIT H

COLLEGE AUDIO/ VISUAL STANDARDS

Regular Classroom

Average Occupancy: 45

Description

Specifications

Furniture	
Instructor workstation chair	Standard rolling office chair to fit 30" desk relief.
Instructor workstation furniture desk	Incorporates AV equipment and chair insert. Table chair insert normal sitting height. Should accommodate all AV equipment and cabling as per AV standards.
Computer (supplied by college)	
Computer, monitor, keyboard and mouse	Current model. HDMI output or current digital output standard (video and audio).
Media players	
VHS-DVD Combo player	Until phased out. Composite video and stereo audio output
Document camera	Current model. HDMI video output. Backlit and toplit. HDMI out. (e.g. Lumens DC 192 type)
Projection	
Video projector	Minimum 5000 lumens. Minimum resolution WUXGA (1920x1200). Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston Connected" compliant. Hitachi or Panasonic brand.
Secure ceiling mount	Keyed alike. Crestron or BMS.
Drop-ceiling plate with pipe for video projector mount	Includes 2-gang AC power pop-out plug and RJ45 plate plug to accommodate 2-gang RJ45 plate.

Electrical projection screen with wall switch and main switcher component	Compliant with AV switcher-scaler (Crestron or Extron). 16:10 screen ratio. Minimum width 96". High reflectivity.
Switcher	
Digital audio visual switcher-scaler system	Must utilize current digital AV standards for inputs/outputs. HDbaseT compliant (or current digital output standard). Analog audio input and output. Minimum inputs: 3 HDMI, 1 VGA. Crestron compliant.
Simple push button select control with volume knob and screen control	Compliant with AV switcher.
Audio Amplification	
Audio system	Compliant with AV switcher. Minimum 4 drop-ceiling flush speakers spaced for coverage (Extron or Crestron type). Minimum 25 watts RMS total per speaker. Increase number of speakers for occupancy greater than 45.
Wireless microphone system	Compatible with switcher-scaler. (e.g. Crestron FreeSpeech® Dual-Channel Wireless Mic System Package)
Peripherals	
Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.
Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).
Cabling	
Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.

LAN network cables (Cat-6)	Compliant with AV switcher. 1 for AV switcher-scaler, 2 for video projector, 1 for IP phone, 1 for auxiliary input (i.e. laptop, tablet), 1 for instructor workstation computer. RJ45-style. Contractor to provide patch panel and patch cords at both ends.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45-style. HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Cable cubby	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT-6 network jack, HDMI, VGA with audio minijack (1/8"), AC 2-gang, USB. Located in instructor workstation. Crestron or Extron type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate.
120V AC wiring to instructor workstation	4-gang AC outlet at equipment rack
120V AC wiring to cable cubby	2 AC outlets
Software	
Fusion RV Software	For monitoring video projectors and peripherals

Lecture Hall (Classroom)

Furniture	
Instructor workstation chair	Standard rolling office chair to fit 30" desk relief.
Instructor workstation furniture desk	Incorporates AV equipment and chair insert. Sitting height at 29-33". Must
	accommodate all AV equipment and cabling. Minimum 14 RU equipment rack.
Computer (supplied by college)	
Computer, monitor, keyboard and	Current model. HDMI output or current digital output standard (video and
mouse	audio)
Media Devices	
Blu-ray player	Multi-region capable. Closed captioning enabled.
VHS-DVD Combo player	Until phased out. Composite video and stereo audio output.
Document camera	Current model. HDMI video output. Backlit and toplit. HDMI out. (e.g.
	Lumens DC 192 type)
Projection	
Video projector	Minimum 6000 lumens. Minimum resolution WUXGA (1920x1200).
	Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston
	Connected" compliant. Hitachi or Panasonic brand.
Lens for video projector	Medium throw lens for 18' placement.
Security video projector mount	Keyed alike. Must fit chosen video projector. Crestron or BMS.
Video projector ceiling pipe mount	Include 2-gang AC power outlet and RJ45 mounting box to accommodate RJ45 plate.
Electrical projection screen with wall	Compliant with AV switcher-scaler. 16:10 screen ratio. (e.g. Da-Lite
switch and main switcher component	Advantage Electrol 70126LS) Dimensions: 72.5" x 116". Black case. High reflectivity.
Switcher	
Digital switcher-scaler system	Current digital format. HDbaseT compliant (or current digital output standard). Analog audio, minimum inputs: 4 HDMI, 1 VGA. Better or equivalent to Crestron DMPS-200-C.

Touchscreen control panel	Compliant with AV switcher-scaler. Minimum size 7". Equivalent to Crestron TSW-750.
Touchscreen table top mounting kit	Compliant with matching touchscreen. Equivalent to Crestron TSW-750-TTK.
Audio Amplification	
Audio amplifier	Compliant with AV switcher-scaler. Minimum 200 watt RMS per channel to accommodate 6 speakers (e.g. QSC CX302)
Speakers with mounts	Two front speakers (e.g. JBL Control T28). Four side speakers (e.g. JBL Control 25T). High performance bracket mount (JBL Control 28T and 25T type).
Desk-mounted microphone	Connected to feedback suppressor and mixer. Shure MX 412D\S 12" microphone.
Feedback suppressor	Connected to Crestron switcher-scaler (audio mixer). Equivalent to Sabine FBX or Shure DFR22.
Wireless microphones	2 wireless microphone systems. Better or equivalent to Shure ULX or GLX-D wireless microphone systems with SM-58 handheld and lavalier mics with bodypack each.
Peripherals	
Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.
AC power conditioner with switch	For initial power distribution to AV equipment. Furman type.
Desk articulating arm for computer monitor	Must fit supplied monitor and workstation desk
Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).
Cabling and Connectors	

Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.
LAN network cables (Cat-6)	Compliant with AV switcher. 1 for AV switcher-scaler, 2 for video projector, 1 for IP phone, 1 for auxiliary input (i.e. laptop, tablet), 1 for instructor workstation computer. RJ45-style. Contractor to provide patch panel and patch cords at both ends.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45-style. HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Cable cubby	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT6 network jack, HDMI, VGA with audio minijack (1/8"), AC 2-gang, USB. Located in instructor workstation. Crestron or Extron type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate. NEMA plug (20 amp).
120V AC wiring to instructor workstation	4-gang AC outlet at equipment rack
120V AC wiring to cable cubby	2 AC outlets
Hinged plexi security cover for equipment rack	To prevent access to Crestron switcher-scaler, amplifiers, mixers, wireless microphone receivers, etc (e.g. Middle Atlantic MID-SECL). Leave access to computer, combo DVD-VHS player, Blu-ray player.
Rack mount module	Rack mount module for all rack-mounted hardware, including shelves, plates, screws, spacers, drawer, etc.
Rack mount drawer	2 RU drawer when rack space is available or under chair space in desk
Software	

Tallow Market Ma	Fusion RV Software	For monitoring video projectors and peripherals
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Theater Classroom

Furniture	
Instructor workstation chair	Rolling podium chair to match height of podium and/or workstation
Instructor workstation furniture desk	Incorporates AV equipment and chair insert. Must accommodate all AV equipment and cabling. Minimum 2x 12 RU equipment rack space. (e.g. L5-TURFR-43 with finishing kit L5-TKIT-43)
Computer (supplied by college)	
Computer, monitor, keyboard and mouse	Current model. HDMI output or current digital output standard (video and audio)
Media Devices	
Blu-ray player	Multi-region capable. Closed captioning enabled.
VHS-DVD Combo player	Until phased out. Composite video and stereo audio output.
Document camera	Backlit and toplit. HDMI out.
Projection	
Video projector	Minimum 10000 lumens. Minimum resolution WUXGA (1920x1200). Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston Connected" compliant. Hitachi or Panasonic brand.
Lens for video projector	Dependent on video projector placement.
Security video projector mount	Specialized mount to fit video projector and mounting location.
Video projector ceiling pipe mount	Optional, depending on room architecture. Include 2-gang AC power outlet and RJ45 mounting box to accommodate RJ45 plate.

Electrical projection screen with wall switch and main switcher-scaler component	Compliant with AV switcher-scaler. 16:10 screen ratio. Equivalent to Da-Lite Tensioned Contour Electrol 24749L with HD Progressive 1.3 Material (dimensions: 87" x 139" viewable area). Black case.
Switcher	
Digital switcher-scaler system	Current digital format. HDbaseT compliant (or current digital output standard). Analog audio, minimum inputs: 4 HDMI, 1 VGA. Better or equivalent to Crestron DMPS-200-C.
Touchscreen control panel	Compliant with AV switcher-scaler. Minimum size 7". Equivalent to Crestron TSW-750.
Touchscreen table top mounting kit	Compliant with matching touchscreen. Equivalent to Crestron TSW-750-TTK.
Audio	
Audio processor	5.1 digital surround sound processor. Compliant with AV switcher-scaler. HDMI inputs or current digital standard.
Audio amplifiers	Compliant with audio processor. Minimum 3 stereo amplifiers to drive 6 speaker channels. Minimum 200 watts RMS per channel (e.g. QSC CX302)
Speakers with mounts	Three front speakers (e.g. JBL Control T30). Two rear speakers (e.g. JBL Control 28T). Two subwoofers (e.g. JBL Model 4642A). High performance bracket mounts (JBL Control 28T and 30T type).
Desk-mounted microphone	Connected to feedback suppressor and mixer. Shure MX 412D\S 12" microphone.
Feedback suppressor	Connected to Crestron switcher-scaler (audio mixer). Equivalent to Sabine FBX or Shure DFR22.
Wireless microphones	2 wireless microphone systems. Better or equivalent to Shure ULX or GLX-D wireless microphone systems with SM-58 handheld and lavalier mics with bodypack each.
Peripherals	

Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.
AC power conditioner with switch	For initial power distribution to AV equipment. Furman type. One for each rack.
Desk articulating arm for computer monitor	Must fit supplied monitor and workstation desk
Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).
Cabling and Connectors	
Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.
Wall audio connections	Wall plate with 4 XLR microphone inputs. Run audio cables to switcher-scaler.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45 style jack HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Cable cubby	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT6 network jack, HDMI, VGA with audio minijack (1/8"), AC 2-gang, USB. Located in instructor workstation. Crestron type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate. NEMA plug (20 amp).

120V AC wiring to instructor workstation	4-gang AC outlet at equipment rack
120V AC wiring to cable cubby	2 AC outlets
Hinged plexi security cover for equipment rack	To prevent access to Crestron switcher-scaler, amplifiers, mixers, wireless microphone receivers, etc (e.g. Middle Atlantic MID-SECL). Leave access to computer, combo DVD-VHS player, Blu-ray player.
Rack mount module	Rack mount module for all rack-mounted hardware, including shelves, plates, screws, spacers, drawer, etc.
Rack mount drawer	2 RU drawer when rack space is available or under chair space in desk
Software	
Fusion RV Software	For monitoring video projectors and peripherals

Small Conference Room

Average occupancy: 10

Furniture				
Desk chairs	Provided by college.			
Conference table	Conference table with center space to incorporate AV equipment and cabling.			
Computer (supplied by college)				
Computer, monitor, keyboard and mouse	Small profile computer (e.g. MacMini). HDMI output or current digital output standard (video and audio)			
Media Devices				

Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).
Projection	
Video projector or Display Monitor	Video Projector: Ultra short throw video projector with mount included. Minimum 3000 lumens. Minimum resolution WUXGA (1920x1200). Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston Connected" compliant. Hitachi or Panasonic brand. Display Monitor: minimum 75", minimum resolution 4k.
Projection surface (if using video projector)	Steel-backed projection whiteboard. Size to be determined by room architecture.
Switcher	
Switcher-scaler system	Switching system with wall plate controls (e.g. Pixie type) or Hitachi MS-1WL wireless switcher with wired remote.
Audio Amplification	
Speakers with mounts	Two drop-ceiling flush speakers. Equivalent to Extron SpeedMount Ceiling Speaker System CS 1226T.
Audio amplifiers	Minimum 15 watts RMS per channel (e.g. Crestron MP-AMP30)
Peripherals	
Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.
Cabling and Connectors	
Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.
Videoconferencing system	Minimum HD resolution video camera. Condenser microphone(s) for room.

LAN network cables (Cat-6)	Compliant with AV switcher. 2 for video projector, 1 for IP phone, 1 for auxiliary input (i.e. laptop, tablet), 1 for instructor workstation computer. RJ45-style jack. Contractor to provide patch panel and patch cords at both ends.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45-style jack. HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Desk AV interface	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT6 network jack, HDMI, VGA with audio minijack (1/8"), AC 2-gang, USB. Located in or on conference desk, dependent on switcher type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate.
120V AC wiring to conference desk	4-gang AC outlet at desk
120V AC wiring to desk AV interface	2 AC outlets
Software	
Fusion RV Software	For monitoring video projectors and peripherals

Large Conference Room

Furniture		
Desk chairs	Provided by college.	

Conference table	Conference table with center space to incorporate AV equipment and cabling.				
Computer (supplied by college)					
Computer, monitor, keyboard and mouse	Small profile computer (e.g. MacMini). HDMI output or current digital output standard (video and audio)				
Media Devices					
Blu-ray player	Multi-region capable. Closed captioning enabled.				
VHS-DVD Combo player	Until phased out. Composite video and stereo audio output.				
Document camera	Current model. HDMI video output. Backlit and toplit. HDMI out. (e.g. Lumens DC 192 type)				
Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).				
Projection					
Video projector	Minimum 6000 lumens. Minimum resolution WUXGA (1920x1200). Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston Connected" compliant. Hitachi or Panasonic brand.				
Lens for video projector	Appropriate lens for chosen projector and screen size.				
Security video projector mount	Keyed alike. Must fit chosen video projector. Crestron or BMS.				
Video projector ceiling pipe mount	Include 2-gang AC power outlet and RJ45 mounting box to accommodate RJ45 plate.				
Electrical projection screen with wall switch and main switcher component	Compliant with AV switcher-scaler. 16:10 screen ratio. (e.g. Da-Lite Advantage Electrol 70126LS) Size dependent on room architecture. Black case. High reflectivity.				
Switcher					

Digital switcher-scaler system	Current digital format. HDbaseT compliant (or current digital output standard). Analog audio, minimum inputs: 4 HDMI, 1 VGA. Better or equivalent to Crestron DMPS-200-C.					
Touchscreen control panel	Compliant with AV switcher-scaler. Minimum size 7". Equivalent to Crestron TSW-750.					
Touchscreen table top mounting kit	Compliant with matching touchscreen. Equivalent to Crestron TSW-750-TTK.					
Audio Amplification						
Speakers with mounts	Minimum four speakers with ceiling tile enclosure system. Equivalent to Extron SpeedMount Ceiling Speaker System CS 1226T.					
Audio amplifiers	Minimum 50 watts RMS per channel.					
Wireless microphone system	Compatible with Crestron switcher-scaler. (e.g. Crestron FreeSpeech® Dual-Channel Wireless Mic System Package)					
Feedback suppressor	Connected to Crestron switcher-scaler (audio mixer). Equivalent to Sabine FBX or Shure DFR22.					
Peripherals						
Videoconferencing system	Minimum HD resolution video camera. Condenser microphone(s) for room.					
Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.					
AC power conditioner with switch	For initial power distribution to AV equipment. Furman type.					
Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).					
Cabling and Connectors						
Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.					

LAN network cables (Cat-6)	Compliant with AV switcher. 1 for AV switcher-scaler, 2 for video projector, 1 for IP phone, 1 for auxiliary input (i.e. laptop, tablet), 1 for instructor workstation computer. RJ45-style. Contractor to provide patch panel and patch cords at both ends.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45-style. HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Cable cubby	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT6 network jack, HDMI, VGA with audio minijack (1/8"), AC 2-gang, USB. Located in instructor workstation. Crestron type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate.
120V AC wiring to instructor workstation	4-gang AC outlet at equipment rack
120V AC wiring to cable cubby	2 AC outlets
Hinged plexi security cover for equipment rack	To prevent access to Crestron switcher-scaler, amplifiers, mixers, wireless microphone receivers, etc (e.g. Middle Atlantic MID-SECL). Leave access to computer, combo DVD-VHS player, Blu-ray player.
Rack mount module	Rack mount module for all rack-mounted hardware, including shelves, plates, screws, spacers, drawer, etc.
Software	
Fusion RV Software	For monitoring video projectors and peripherals

Multipurpose Room

Furniture					
Presenter workstation chair	Rolling podium chair to match height of podium and/or workstation				
Presenter workstation furniture desk	Incorporates AV equipment and chair insert. Must accommodate all AV equipment and cabling. Minimum 2x 12 RU equipment rack space. (e.g. L5-TURFR-43 with finishing kit L5-TKIT-43)				
Computer (supplied by college)					
Computer, monitor, keyboard and mouse	Current model. HDMI output or current digital output standard (video and audio)				
Media Devices					
Blu-ray player	Multi-region capable. Closed captioning enabled.				
VHS-DVD Combo player	Until phased out. Composite video and stereo audio output.				
Document camera	Backlit and toplit. HDMI out.				
Projection					
Video projector	Minimum 10000 lumens. Minimum resolution WUXGA (1920x1200). Minimum 2 HDMI inputs. HDbaseT compliant (or adapted format). "Creston Connected" compliant. Hitachi or Panasonic brand.				
Lens for video projector	Dependent on video projector placement.				
Security video projector mount	Specialized mount to fit video projector and mounting location.				
Video projector ceiling pipe mount	Optional, depending on room architecture. Include 2-gang AC power outlet and RJ45 mounting box to accommodate RJ45 plate.				
Electrical projection screen with wall switch and main switcher-scaler component	Compliant with AV switcher-scaler. 16:10 screen ratio. Equivalent to Da-Lite Tensioned Contour Electrol 24749L with HD Progressive 1.3 Material (dimensions: 87" x 139" viewable area). Black case.				
Switcher					

Digital switcher-scaler system	Current digital format. HDbaseT compliant (or current digital output standard). Minimum inputs: 5 HDMI, 1 VGA, 6 mic inputs. Better or equivalent to Crestron DMPS-300-C.					
7" touch control panel	Compliant with AV switcher-scaler. Equivalent to Crestron TSW-750.					
7" table top mounting kit	Compliant with matching touch screen. Equivalent to Crestron TSW-750-TTK.					
Audio						
Audio amplifiers	Compliant with audio processor. Minimum 2 stereo amplifiers to drive 6 speakers. Minimum 200 watts RMS per channel (e.g. QSC CX302)					
Speakers with mounts	Two front speakers (e.g. JBL Control T30). Two middle and two rear speakers (e.g. JBL Control 28T). One subwoofer. High performance bracket mounts (JBL Control 28T and 30T type).					
Desk-mounted microphone	Connected to feedback suppressor and mixer. Shure MX 412D\S 12" microphone.					
Feedback suppressor	Connected to Crestron switcher-scaler (audio mixer). Equivalent to Sabine FBX or Shure DFR22.					
Wireless microphones	2 wireless microphone systems. Better or equivalent to Shure ULX or GLX-D wireless microphone systems with SM-58 handheld and lavalier mics with bodypack each.					
Peripherals						
Videoconferencing system	Minimum HD resolution video camera. Condenser microphone(s) for room.					
Classroom IP phone	Compliant with current college standards. Cisco type. Must have locking mechanism.					
AC power conditioner with switch	For initial power distribution to AV equipment. Furman type. One for each rack.					
Desk articulating arm for computer monitor	Must fit supplied monitor and workstation desk					

Wireless Media Receiver	This peripheral must allow audio and video content wirelessly transmitted from mobile devices to projector. Connected mobile device must be able to connect to the Internet while connected to this Wireless Media Receiver (e.g. AppleTV).
Cabling and Connectors	
Auxiliary video inputs	Compliant with AV switcher. VGA and HDMI (or current digital standard). Must include audio component.
Wall audio connections	Wall plate with 4 XLR microphone inputs. Run audio cables to switcherscaler.
Connection from switcher-scaler to video projector	Compliant with AV switcher-scaler and video projector. RJ45 style jack HDbaseT (CAT-6) cable from switcher-scaler to video projector.
All related cabling, connectors, adapters, and parts required for equipment installation	Compliant with AV switcher-scaler, computer, video projector and devices.
Cable cubby	Compliant with AV switcher-scaler, laptop, Wireless Media Receiver. Required inputs: VGA with analog audio, CAT6 network jack, HDMI, VGA with audio minijack (1/8"), dedicated audio minijack (1/8"). AC 2-gang, USB female port. Located in presenter workstation. Crestron type.
RJ45 plate at video projector	Must accommodate 4 RJ45 jacks (2 LAN, 1 HDbaseT).
120V AC wiring to video projector	2-gang outlet at drop-ceiling video projector mount plate. NEMA plug (20 amp).
120V AC wiring to instructor workstation	4-gang AC outlet at equipment rack
120V AC wiring to cable cubby	2 AC outlets
Hinged plexi security cover for equipment rack	To prevent access to Crestron switcher-scaler, amplifiers, mixers, wireless microphone receivers, etc (e.g. Middle Atlantic MID-SECL). Leave access to computer, combo DVD-VHS player, Blu-ray player.

Rack mount module	Rack mount module for all rack-mounted hardware, including shelves,			
	plates, screws, spacers, drawer, etc.			
Rack mount drawer	2 RU drawer when rack space is available or under chair space in desk			
Software				
Fusion RV Software	For monitoring video projectors and peripherals			

EXHIBIT I

PROJECTED TECHNOLOGY EXPENDITURES

*based on best estimates

DESCRIPTION	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<u>Hardware</u>					
Instructional					
Desktop/Laptops	\$838,500	\$838,500	\$838,500	\$838,500	\$838,500
A/V (Projectors, Systems, Etc.)	\$25,000	\$1,000,000	\$2,100,000	\$25,000	\$25,000
Document Cameras	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Television & Radio Systems	\$15,000	\$350,000	\$15,000	\$15,000	\$15,000
Infrastructure					
Security Devices	\$12,000	\$300,000	\$12,000	\$12,000	\$12,000
Servers	\$180,000	\$80,000	\$40,000	\$40,000	\$190,000
Storage	\$380,000	\$50,000	\$60,000	\$70,000	\$380,000
Network	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Wireless	\$455,000	\$2,100,000	\$14,000	\$14,000	\$14,000
UPS	\$78,000	\$200,000	\$8,000	\$8,000	\$8,000
Printers	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Copiers	\$320,000	\$320,000	\$320,000	\$320,000	\$320,000
Cabling	\$38,000	\$1,385,000	\$38,000	\$38,000	\$38,000
DNS	\$0	\$177,000	\$0	\$0	\$0
Streaming System	\$15,000	\$212,000	\$0	\$0	\$0
Student Print	\$158,000	\$30,000	\$30,000	\$30,000	\$30,000
Data Center	\$2,900,000	\$30,000	\$30,000	\$30,000	\$30,000
Fiber	\$70,000	\$25,000	\$250,000	\$0	\$0
Other	\$120,000	\$120,000	\$130,000	\$150,000	\$170,000
Total Hardware	\$2,578,000	\$7,106,000	\$3,539,000	\$1,474,000	\$1,934,000

Saddleback College Technology Plan

<u>Software</u>					
Instructional					
Classrooms & Computer Labs	\$280,000	\$310,000	\$340,000	\$340,000	\$340,000
Blackboard	\$455,278	\$455,278	\$455,278	\$455,278	\$455,278
Turnit In	\$13,414	\$16,000	\$18,000	\$19,000	\$20,000
Other	\$45,000	\$46,000	\$47,000	\$48,000	\$49,000
Non-Instructional					
Divisions/ Departments/ Others	\$270,000	\$370,000	\$310,000	\$310,000	\$310,000
Total Software	\$1,063,692	\$1,197,278	\$1,170,278	\$1,172,278	\$1,174,278
Service Maintenance Agreements					
Instructional	\$240,000	\$255,000	\$260,000	\$265,000	\$270,000
Non-instructional	\$110,000	\$120,000	\$130,000	\$140,000	\$150,000
Total SMAs	\$350,000	\$375,000	\$390,000	\$405,000	\$420,000
<u>Future Initiatives</u>					
Future Requests	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Total	\$3,991,692	\$8,678,278	\$5,099,278	\$3,051,278	\$3,528,278



Technology Master Plan 2016–2021

Adopted Fall Term 2016



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Acknowledgments

This plan is the result of the effort of many people in the Irvine Valley College community – faculty, administrators, and staff. The contributors to this plan provided their insights about technology usage at Irvine Valley College and their thoughts and ideas for advancing the use of technology for the college community.

Important participation in this process was provided by the following individuals:

Cathleen Greiner, Dean, Online and Extended Education and Co-Chair of OEFT Bruce Hagan, Director of Technology Services and Co-Chair of TATF and OETF Celina Lee, Instructional Librarian, Co-Chair of TATF Roopa Mathur, Professor of Business Sciences, Co-Chair of OETF Amy Stinson, Professor of Earth/Marine Science and OETF Co-Chair (2014-2015) Amanda Turner, Senior Administrative Assistant Members of TATF 2014-2015 Members of TATF 2015-2016 And all college personnel who contributed to the Technology Plan Open Forum in October 2014.

Introduction and Overview

Irvine Valley College (IVC) is a part of the South Orange County Community College District (SOCCCD). The college serves approximately 20,000 students annually and provides a wide range of associate degrees, certificates, and other educational opportunities.

Technology plays a key role in a student's education from online registration, to computers in classrooms, to back-office systems that support student services. These systems are used extensively throughout the campus and online. As stated below, one of the goals of the college is to "promote students' success by enhancing the teaching and learning environment." The technology (Tech) plan outlined in this document is designed to augment and align with the college's vision, mission, and goals and form the basis for an open and visible technology planning process over the next five years.

IVC Vision Statement

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

IVC Mission Statement

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.

IVC 2014-2020 Strategic Goals

- 1. IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.
- 2. IVC will promote students' success by enhancing the teaching and learning environment.
- 3. IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.
- 4. IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

IVC 2014-2020 Strategic Objectives

- 1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.
- 1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.
- 1.3 Improve the representative process through active engagement and communication.
- 1.4 Increase professional development opportunities that potentiate employees' talents and interests.
- 1.5 Improve training for all employees to increase district wide understanding of organizational structure, resources, processes and procedures.
- 2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality,

and closing achievement gaps.

- 2.2 Increase employee professional development opportunities that focus on student success outcomes.
- 2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.
- 3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.
- 3.2 Improve alignment between workforce development offerings and regional job opportunities.
- 3.3 Provide relevant, innovative, and appropriate workforce training.
- 3.4 Improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts.
- 4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.
- 4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.
- 4.3 Develop and initiate multi-year financial planning.

Background Spring 2010

The development of Irvine Valley College's Technology Plan began during spring term 2010. A workgroup was created under the auspices of College Council with the goal of developing a technology plan for the college. The workgroup consisted of twenty-two members of the college community able to represent the interests of students, faculty, and staff.

Following the technology planning kickoff meeting, a series of meetings were conducted by members of the workgroup, staff, and representative bodies. From these meetings nearly ninety pages of observations, strategies, ideas, and thoughts were identified and recorded. The ideas of the various meetings were consolidated into a manageable document, which formed the basis of an all-day planning retreat conducted April 16, 2010.

From this retreat, the workgroup identified four "organizational imperatives" regarding technology:

- The Mission to Serve Students
- Technology & Tools
- Location
- Service (Help Desk and Student Services)

Figure 1 shows the relationship between the central "Mission to Serve Students" and the other imperatives.

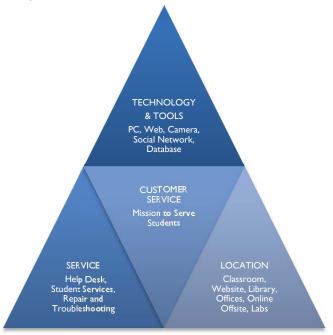


Figure 1 Relationship between the "Mission to Serve Students" and Imperatives

Background Spring 2015

The IVC Tech Plan was updated during Fall 2014 and Spring 2015. The Technology Advisory Task Force (TATF) was charged with the review and solicitation of updates to the existing plan. This update process included two college-wide Open Forums in October 2014. There was also an electronic forum that was used for gathering input for the new plan. In addition, the Co-Chairs of TATF, Bruce Hagan and Roopa Mathur, attended and incorporated ideas from many committee meetings, including: Distance Education Task Force (DETF), Academic Planning and Technology Committee (APTC), Academic Senate Representative Council, Associated Students of IVC (ASIVC), and other decision-making committees. All members of TATF and DETF were invited to join a workgroup of TATF, which was assigned the task of updating the Technology Plan. All input from these meetings can be found in TATF Archive Documents.

Background Spring 2016

The IVC Tech Plan was updated Spring 2016. The Co-Chairs of the Technology Advisory Task Force (TATF), Bruce Hagan and Celina Lee, and the Faculty Co-Chair of the Online Education Task Force (OETF), Roopa Mathur, along with all the members of TATF reviewed and revised the IVC Tech Plan to accurately reflect the current needs of the campus community.

The Online Education Task Force (OETF) was formerly known as the Distance Education Task Force (DETF).

The Process

The input received from these meetings and forums were categorized into four technology domains using a thematic approach. The four technology domains are:

- Governance
- Applications
- Network, Infrastructure and Security
- Operations and Support

The objectives for each of the technology domains were reviewed and updated as needed. The main strategies for each objective were derived from college-wide input.

IVC Technology Services Mission, Goals, and Objectives

The mission of IVC Technology Services is to serve the students, faculty, and staff of IVC. Central to all college activity is the goal of providing the highest possible educational experience to Irvine Valley College's students. In order to achieve this goal, Technology Services will continue to support faculty and staff. This Technology Plan is the foundation to enable Technology Services to remain current with emerging technologies. The multi-year plan focuses on innovation in order to efficiently meet increasing capacity requirements while exceeding the responsive service and support the campus is accustomed to today. The Technology Services objectives are to help faculty and staff improve student success and achieve efficiencies. Achieving the mission, goals, and objectives require the appropriate technology, regardless of location, with excellent services and support.

Technology

To enhance its educational processes, Technology Services must design innovative solutions, which may consist of hardware, applications, and networking.

Location

Irvine Valley College provides educational technology services and support at the primary campus, at ATEP (Advanced Technology and Educations Park), and via online education modalities. It is important to student success that it provide technology services and support that are both location specific and location agnostic.

Services and Support

Technology services and support are key components to helping students achieve their educational goals with the technologies available to them. Faculty and staff also need technology services and support to assist students in successfully meeting their educational goals. The college should maintain an appropriate Technology Services staffing level in order to provide adequate support for college technology operations and innovation needs.

Technology Domains

Four technology domains drive the effectiveness with which Technology Services can meet the organizational imperatives.

- Governance (respectful interactions and collaboration)
- Applications
- Network, Infrastructure and Security
- Operations and Support

The mission, goals, and technology domains support the effective use of technology at Irvine Valley College, as shown in Figure 2.

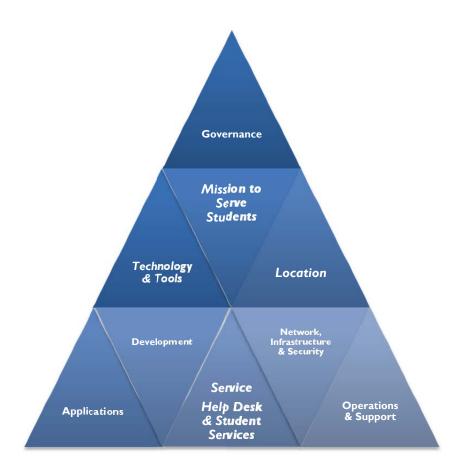


Figure 2 Mission, Goals, and Technology Domains

Governance

To achieve the mission and goals stated above, IVC Technology Services interacts respectfully and collaboratively with District Information Technology (IT) and Saddleback College IT. In addition, IVC Technology Services receives guidance and input from IVC planning and decision-making committees, including:

- Technology Advisory Task Force (TATF)
- Academic Planning and Technology Committee (APTC)
- Academic Senate Representative Council (AS)
- Budget Development and Resource Planning Committee (BDRPC)
- Strategic Planning and Accreditation Council (SPAC)
- Online Education Task Force (OETF)
- Institutional Effectiveness Committee (IEC)
- Student Success, Access, Matriculation, Marketing and Outreach Committee (SSAMMO)

Applications

Applications include two components – purchased applications and internally developed applications. Purchased applications refer to software such as Microsoft Office, Adobe Acrobat, etc. Application development refers to systems and services created by IVC Technology Services that serve campus needs.

These software systems may be either public or private; they may depend on Internet technologies.

Network, Infrastructure and Security

Technology Services provides network, infrastructure and security necessary to sustain reliable systems and services. This includes firewalls, routers, switches, computers, phones, Internet, Intranet, classroom technologies, and connectivity, all being core functions in order to facilitate instruction, administration, and student services to meet student success goals.

Operations and Support

Technology Services delivers integral operations and support for the college. Critical services provided by service desk support everyday operations of the college; this includes:

- Professional development for faculty and staff
- Responding to issues promptly
- Being proactive in keeping hardware and software current
- Providing access to new technologies and software applications

These four technology domains drive IVC Technology Services in order to meet the mission, goals, and objectives of the Technology Plan.

2016-2021 Technology Objectives and Action Steps

The following sections outline the objectives identified in the planning process across the five technology domains to be achieved during the technology plan's time horizon. The action steps below will be updated yearly to show progress, completion, and new additions, which align with the objectives.

Governance

Objective: Use the governance structure to guide technology activity and insure high levels of service. (IVC Strategic Objective 1.5)

Action Steps:

- Create IVC and ATEP technology standards for hardware and software and a process for updating standards.
- Provide IVC with tools and services to allow for better and more accurate decision making abilities.
 - o Ensure Technology Services embraces Social Media where possible.
 - Implement a Project tracking solution to allow for visibility into statuses and workload for Technology Services.
 - Ensure District Services shares access to data for Technology Services to build and implement dashboards for better decision making.
 - o Implement a data reporting system to allow for end-user building of custom reports that include SIS and other campus data.
- Continually review Technology plan for proper alignment to IVC and District Goals and Objectives.

Applications

Objective: Develop technology solutions that improve campus-wide efficiency and augment classroom instruction and student services. (IVC Strategic Objective 4.2)

Action Steps:

- Replace paper-based forms with electronic versions routed using workflow.
 - o Provide expertise and resources to enable departments to reduce paper usage, create electronic forms and workflows in order to increase efficiencies.
- Evaluate the use of alternative computing devices in the classroom, library, learning center, and labs electronic devices and online resources.
 - Increase resources to allow for more e-books and online tools for 24/7 support of students with Library needs.
- Expand the use of accessible technology and accessible multimedia applications in classroom instruction, tutoring, and intra-District communication.
 - Evaluate and implement a system for storing and streaming instructional and institutional audio/video media.
 - o Provide access to IVC TV via digital streaming and on-demand systems.
 - Integrate lecture capture into all classrooms. Provide the secure storage of content and live/on-demand streaming.
- Evaluate and continually improve the accessibility of equipment, software and applications to ensure Section 508 compliance in order to better serve the students' diverse needs.
- Improve marketing, outreach, campus communications, and emergency notification.

- o Provide an integrated digital signage solution for campus emergencies, while allowing the different location to manage content relevant to their specific needs.
- o Improve or replace the college kiosk system.
- Evaluate, develop, and implement effective systems for campus-wide use that would support innovation and campus efficiencies; these may include systems for tracking and reporting Student Learning Outcomes, SARS, MAP (My Academic Plan) and Curriculum.
 - o Ensure SLO, Program Reviews and AUO's are integrated into resource allocation and other reporting systems.
 - o Investigate new alternatives to current curriculum application to replace with a new system or enhance to provide better service.
 - o Evaluate and implement a new positive attendance system that is web centered and offers improved workflows for instructors submitting positive attendance records.
 - Support technology infrastructure that allows for continual utilization of the MAP (My Academic Plan) tool within MySite.
- Continue to evaluate the college's web presence.
 - o Gather data analytics on IVC external and internal sites and provide data to allow departments to adjust sites to perform better for students.
 - Review the college's external and internal web content for accessibility and update as necessary to ensure conformance with Level AA of the Web Content Accessibility Guidelines (WCAG).

Network, Infrastructure and Security

Objective: Provide a secure and reliable environment to support students, faculty, and staff. (IVC Strategic Objective 4.2)

Action Steps:

- Enhance the college's use of technology refresh to inspire innovation for student success.
 - o Ensure that Desktop and Classroom Refresh money from Basic Aid includes all relevant hardware used for instruction. Clickers are an example.
- Improve the college's business continuity plans and systems.
 - o Implement a disaster recovery solution that allows for pre-determined services to be available directly after an emergency.
 - o Ensure that all critical systems are backed up offsite to allow for restoration to an alternate location.
 - o Ensure that the email system meets the <u>CALIFORNIA'S PUBLIC RECORDS ACT</u> for maintaining data for a minimum of 2 years.
 - Allow for unlimited mailbox storage
 - o Implement an emergency response system which includes notification via phone, text, email, social media, emergency poles, digital signage, etc.
 - o Ensure all classroom and related office support systems are backed up.
 - Ensure that all critical network systems have sufficient runtime to enable the phones and other emergency equipment to remain operational in the event of an emergency, including the ability to remotely monitor.
- Continue to evaluate and implement the use of virtualization technology.
 - o Integrate Desktop and Application Virtualization to allow students access to labs and computers regardless of direct access to campus computer labs.
 - Provide a storage solution to allow faculty and staff access to their data regardless of location, time, and device.
- Evaluate and implement network security, including AAA (authentication, authorization, and

accounting), for both wired and wireless devices.

- o Provide a layered security system to ensure the campus systems and services are not harmed.
 - Increase Wi-Fi to allow for greater density and availability while maintaining high speeds.
 - o Create a data handling manual
 - Provide guidelines on data security, access, storage, use, sharing, integrity, and data breaches that comply with state and federal regulation.
 - Ensure that all IVC infrastructure, systems, services and applications meet Payment Card Industry (PCI) compliance standards.
- Expand the use of instructional electronic devices in the classroom, library, learning center, and labs.
 - Work with OOI office to determine new computer lab locations and work to increase labs each year.
 - Provide a solution to allow for the easy setup and breakdown of portable computer labs.
- Ensure the college's firewall systems are up to date to stop the latest viruses, phishing, ransomware and other attempts to circumvent security.
 - Increase the training to all IVC employees about the network, computer and other methods that hackers use to gain access to the data.
 - Remove all administrator rights to user workstations. Create a process to allow for faculty and staff to install approved applications without compromising workstation security.

Operations and Support

Objective: 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)

Action Steps:

- Evaluate and implement an effective and efficient online "Service Desk" ticketing system.
 - o Improve the level of Service Desk phone support.
 - O Develop metrics of Service Desk activity and responsiveness.
 - Provide a better Service Desk solution to allow for increased automated workflows, selfhelp solutions and provide access to other support areas for their own Service Desk needs.
- Create an Online Education training and instructional design center for faculty.
- Expand training for SharePoint and the use of its content management components.
- Provide continual professional development opportunities and resources for faculty and staff to support student success.
 - Create an orientation for newly hired employees that will provide them all the necessary equipment and accounts to be proficient and productive on their first day of work.
 - Provide anytime anywhere online training for faculty and staff professional development.
 - Provide access to online and classroom training for Professional Development of faculty and staff. Continually enhancement to the current professional development system to provide all constituency areas on campus the best Professional Development system.
- Provide professional development and support so that all instructional materials meet accessibility guidelines including captioning, book conversions, universal design, etc.
 - Create a centralized resource for accessibility tool kits.
- Ensure Technology Services staffing is able to support the continued expansion and innovation of campus technology.
 - o Increase Technology Services staffing to support the growing campus for new buildings and new classrooms.

- Increase Technology Services staffing to support the growing campus for increasingly complex computer labs.
- o Increase Technology Services staffing to support the growing campus for campus need of developing automation and efficiencies.
- Implement a software delivery system to increase efficiencies.
 - o Deliver software and updates to desktops automatically without having the need for any user intervention.
 - o Create an application store to allow employees to install standard applications.

Annual Planning and Decision-Making Timeline

An important component of the technology plan is to insure its ongoing review and modification on an annual basis. The annual review of the plan and any subsequent updates to the plan are the responsibility of the Technology Advisory Task Force and are designed to align with the colleges budgeting process. This insures funding is available to complete activities outlined in the plan.

September Review plan accomplishments from the previous fiscal year and update the

Administrative Unit Outcome (AUO) for Technology Services.

October Draft strategies for upcoming projects and submit to appropriate

Strategic committees.

November / December Develop and update a draft technology plan for the upcoming fiscal year.

January/February Finalize and approve any adjustments to the adjusted IVC Technology

Plan.

February/March Insure plan objectives that require additional financing are included in the

budget process and are processed through the appropriate IVC planning

and decision-making committees.

March/April Consult with Academic Chairs regarding resources for the next academic

year.

Finalize funding decisions.

June/July Funding from the adopted budget for new and ongoing technology costs

becomes available.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 7.3 DATE: 12/12/16

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

Presentation Date/Time	Location	Faculty Member	Course Title/Activity	Speaker	Торіс
11/3/16	FA 112	Patricia Foster	MUS 55A	Natalie Landowski	Francois Couperin
1:00pm					
11/14/16	BGS 328 &	Anne Cox	PSYCH 1 Intro to Psych	Amy Chi, Western	Discuss WYS internship
11:00am & 12:30pm	BGS 352			Youth Services	opportunities available to
					Saddleback psychology
					students
11/16/16	HS 105	CNSA Club	CNSA Club General Meeting	Luz Gonzalez	Make-A-Wish Foundation
2:00pm					
11/17/16	Laguna	Kevin Hass	PHOT 59XB / Advanced	Dr. Bill Wishner	"I Am a Visual Hunter – I
9:00am	Woods		Color Printing		am Photographer"
	Village,				
	Clubhouse 4				
12/8/16	FA 203	Peggy Nichols	ART 54X / Portrait Painting	George O'Hanlon	Natural Pigments in
9:00am			ART 51X/ Oil Painting		Paointing: Egg Tempera
					Demo

IRVINE VALLEY COLLEGE

Presentation Date/Time	Location	Faculty Member	Course Title/Activity	Speaker	Topic
None					

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM:

DATE: 12/12/16

7.4

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: List of Board Requested Reports

ACTION: Information

BACKGROUND

At a prior board meeting, members of the Board of Trustees asked for a listing of reports requested by the board every six months. To ensure that follow up and tracking takes place regarding the board requested reports, this item includes a table providing status and includes date report is requested by the board, report topic, name of trustee requesting report, requested due date, person responsible for preparing the report and the date the report is scheduled to be submitted to the board for their review. This report is intended to be a standing item on every board agenda, when appropriate, with old information dropped off and new requests added.

STATUS

The Board report listing (EXHIBIT A) is coordinated and prepared by the Office of the Chancellor and Trustee Services.

This report is intended to provide status of board requested reports of the South Orange County Community College District Board of Trustees. In the event additional information would be useful or desired by the board, supplemental information will be provided.

Item Submitted By: Debra L. Fitzsimons, Interim Chancellor

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT LISTING OF BOARD REPORTS REQUESTED

Date Report Requested	Report Topic	Board Member Requesting Report	Report Due Date	Report to be Submitted By:	Date Submitted to the Board of Trustees
11-16-15	District-wide Parking Study	All		Debra L. Fitzsimons	8-22-16

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 7.5 DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD, Saddleback College, Irvine Valley College and ATEP: Vision

and Mission Statements

ACTION: Information

BACKGROUND

The accreditation standards recommend periodic reviews of all mission statements. As recommended, SOCCCD, Saddleback College, Irvine Valley College (IVC), and Advanced Technology and Education Park (ATEP) annually review their vision and mission statements and report revisions to the Board of Trustees each academic year.

STATUS

The SOCCCD vision and mission statements are reviewed each year by the District-wide Planning Council (DWPC). On June 24, 2015, the DWPC met and reviewed the current SOCCCD vision and mission statements and agreed by consensus to modify the mission statement, as detailed in Exhibits A and B. On May 25, 2016 the DWPC met and reviewed the SOCCCD vision and mission statements. No changes were recommended.

On April 19, 2016, the Saddleback College Consultation Council reviewed the college vision and mission statements as part of their strategic planning process. The Consultation Council recommended to President Burnett that no changes be made to the college vision and mission statements. President Burnett concurred with the Consultation Council's recommendation.

The Irvine Valley College vision and mission statements went through a thorough review by the Academic Senate and the college's strategic planning committees. As a result, the vision statement and revised mission statement received final approval by the Academic Senate on October 12, 2016, and by the Strategic Planning and Accreditation Council on October 12, 2016. President Roquemore concurred with their recommendation. The revisions to the mission statement are detailed in Exhibits A and B.

There are currently no changes to the ATEP vision and mission statements.

The current vision and mission statements for SOCCCD, Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park are presented in Exhibit A and a redlined version detailing the revisions to the SOCCCD and Saddleback College mission statements are presented in Exhibit B.

Item submitted by: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents; and Dr. Robert Bramucci, Vice Chancellor, Technology & Learning Services

South Orange County Community College District

VISION

To be an educational leader in a changing world.

MISSION

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Saddleback College

VISION

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

MISSION

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

Irvine Valley College

VISION

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

MISSION

Irvine Valley College offers clear and guided pathways to transfer, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

Advanced Technology and Education Park

VISION

As the premier center of career-technical education in Orange County, ATEP will prepare students in current and emerging technological careers for a globally competitive economy.

MISSION

To offer applied education and training programs in current and emerging technological careers driven by innovative business, industry and education partnerships.

South Orange County Community College District:

Current Mission and Vision

VISION

South Orange County Community College District will be a leader in exemplary teaching and learning, student success and community partnerships.

MISSION

South Orange County Community College District provides a dynamic and innovative learning environment dedicated to student success and economic growth of the region.

South Orange County Community College District:

Proposed changes to Mission (no changes to Vision)

MISSION: Proposed version (with track changes)

South Orange County Community College District provides a dynamic and innovative learning environment dedicated to student success and economic growth of the region. 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.

Mission: Proposed version (clean)

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.

Irvine Valley College:

Current Mission and Vision

VISION

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

MISSION

Irvine Valley College 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.

Irvine Valley College:

Proposed changes to Mission (no changes to Vision)

Mission: Proposed version (with track changes)

Irvine Valley College is committed to student success 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 accessibility, success, and equity. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in in a diverse community. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

Mission: Proposed version (clean)

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.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM:

DATE: 12/12/16

7.6

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.

<u>STATUS</u>

As of November 30, 2016, total estimated Basic Aid receipts are \$686.8M and total approved projects are \$672.9M as shown in EXHIBIT A. The balance of \$13.9M is the reserve for unrealized tax collections and returned funds available for distribution.

It should be noted that some of the approved projects are for state funded project match. Although approved, these funds will not be needed until the projects are approved by the State for funding.

There were no changes for the FY 2016-2017 Basic Aid allocation from the November, 2016 Board report.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

South Orange County Community College District Expenditure History for Approved Basic Aid Projects December 12, 2016

Project Description	Approved Amount	1999/2012 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	Balance Remaining for 2016/17
CLOSED PROJECTS							
CLOSED PROJECTS TOTAL	215,824,007	204,979,374	1,138,731	8,530,728	1,110,446	59,462	5,266
CAPITAL PROJECTS							
ATEP Building Demolition (2007)	13,700,000	2,294,413	109,025	1,744,947	2,741,440	22,998	6,787,177
ATEP First Building Phase 3A (2011)	26,300,000	2,294,413	109,023	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	10,303,743	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	1,004,740	38,437
ATEP Utilities/Infrastructure Phase I (2016)	9,475,000	023,133	7,705	17,207	2,020	547,695	8,927,305
IVC A200 Success Center (2014)	505,005	_				047,000	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	20,100	000,000	500,102	0,000,412	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	-,000	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	20,011	0.,002	00,020	02,012	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	-	000,011	_,	(1,120,000)	18,950	6,736,050
IVC Peforming Arts Center Waterproofing (2013)	470,000	-				-	470,000
IVC Upgrade Exterior & Entries to B300 (2013)	680,000	-					680,000
SC Building Repairs - LRC Comm Arts Renovation (2013)	3,839,073	-	12,320	14,990	1,702,050	102,627	2,007,085
SC Building Repairs - ATAS Building (2003)	20,545,313	261,604	167,292	405,643	86,693	332,307	19,291,774
SC Building Repairs - ATAS Swing Space Renov (2013)	10,249,687	-	124,917	519,146	1,532,643	7,435,103	637,879
SC Central Plant/CoGen Upgrade (2015)	750,000	-	7-	,	12,503	731,041	6,456
SC Data Center Project (2016)	1,000,000	-				, <u>-</u>	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							267,882
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			332,210	170,001	0,730	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	_	102	70,012	70,189	81,120	48,691

South Orange County Community College District Expenditure History for Approved Basic Aid Projects December 12, 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	-			, i	, <u> </u>	500,000
SCHEDULED MAINTÉNANCE 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	_	3.10,100	0.10,000	-	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	-			00,000	-	115,600
SOCCCD Awards Management System (2013)	500,000	-	303,641	154,230		_	42.129
SOCCD Blackboard Plug-ins (2013)	150,000	_	2,000	101,200	15,400	30,950	101,650
SOCCCD Classroom Technology and Audio Visual Refresh (2016)	3,500,000	-	2,000		- 10,400	125,602	3,374,398
SOCCOD Class Schedule Upgrade & Recommendation (2015)	735,000	-			-	8,113	726,887
SOCCD Data Backup and Disaster Recovery (2016)	900.000	_				782,479	117.521
SOCCD 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	-	200,110	000,070	222,000	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
SOCCOD District-wide Nationale Refresh (2014)	369.895	-		404,919	322.157	40.960	6.778
SOCCCD District-wide Network Security (2013) SOCCCD District-wide Network Security Firewall Refresh (2016)	820,000	-			322,137	40,300	820,000
SOCCCD District-wide Network Security Friewall Keriesi (2016) 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		440,032	24,933	2,243,712	92,416	32,651
SOCCCD Enterprise Backup Solution (2014) SOCCCD Enterprise Content Mgmt Expansion (2013)	150,000	-	31,386	24,933		7,500	111,114
SOCCCD Enterprise Content highir Expansion (2013) SOCCCD Faculty and Staff Email Infrastructure Refresh (2016)	355,000	-	31,300			7,300	355,000
SOCCCD Faculty and Stall Email Illiastructure Refresh (2016) 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	10,131	150,455	1,97 1,230	3,360,360	3,300,034	54,500
	20,000	-	420	F 046		878	12,757
MySite Help System		-	14.400	5,946		0/0	
Unified Communications System IT Contingency	50,000		31.800	22.000			35,600 842,728
SOCCCD IT Basic Aid Projects (2013)	907,328 977.328	-	46.620	32,800 38,746		<u>-</u> 878	891.085
SOCCCD IT Basic Aid Projects (2013) SOCCCD IT Projects SC/IVC/ATEP Instruct & Student Svc (2010)	8.744.770	7 047 004	888.629	, -	11.747		,
	300.000	7,317,901	888,629	136,099	677	131,573	258,821
SOCCCD Master Calendar Integration (2014)	,	-	222	58,500	6//		240,823
SOCCCD Matriculation SEP System (2013)	100,000	-	332		440.047	99,668	- 000
SOCCCD MySite Message Customization (2014)	150,000	-		47.000	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	-	E 4 050		00.545		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

EXHIBIT A

South Orange County Community College District Expenditure History for Approved Basic Aid Projects December 12, 2016

Drainet Denovirties	Approved	1999/2012	2012/13	2013/14	2014/15	2015/16	Balance Remaining
Project Description	Amount	Actual	Actual	Actual	Actual	Actual	for 2016/17
SOCCCD Student Success Dashboard (2014)	550,000	-		52,324	382,882	107,632	7,162
SOCCCD Support Multiple Prerequisites (2015)	302,400	-			12,584	150,559	139,257
SOCCCD System Testing and Stability (2016)	377,000	-				46,465	330,535
SOCCCD Tableau for Data Visualization (2016)	270,000	-				192,434	77,566
SOCCCD Unified Student ID Card (2016)	452,000	-				-	452,000
SOCCCD Waitlist Modification (2014)	514,600	-		249,920			264,681
SOCCCD Wireless Coverage Expansion (2015)	738,000	-			30,452	7,649	699,899
SOCCCD Wireless Upgrade (2016)	1,907,990						1,907,990
SOCCCD Workday Big Data (2016)	170,000	-				-	170,000
SOCCCD Workday Student BPA Sessions (2016)	227,800	-				73,482	154,318
SOCCCD Workday Student Influencer Program (2016)	375,000	-				15,211	359,789
IT PROJECTS TOTAL	66,928,716	7,334,032	3,848,454	9,661,137	13,508,390	10,463,654	22,113,048
OTHER ALLOCATIONS							
SOCCCD Design/Build Specialty Consultant (2013)	525,000	13,300	91,725		66,635	95,962	257,378
SOCCCD Dist Union Offices (2014)	162,750	-			29,115	3,742	129,893
SOCCCD District-wide ADA Physical Access Transition Plan (2016) 840,000	-				283,949	556,051
SOCCCD District-wide Mapping (2015)	400,000	-				-	400,000
SOCCCD District-wide Parking Study (2016)	200,000	-				164,194	35,806
SOCCCD District-wide Sustainability/Energy Planning (2016)	240,000	-				6,453	233,547
SOCCCD District-wide Tech Consultant for Capital Constr (20:	16) 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 - pr	resent) 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 -)	oresent) 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
	ommitments	380,742,189	70,406,108	54,193,413	45,306,580	61,387,393	60,875,451
	umulative Commitments	380,742,189	451,148,297	505,341,710	550,648,290	612,035,682	672,911,133
	eceipts	433,256,612	46,888,399	43,788,270	51,659,425	52,672,948	58,510,948
	umulative Receipts	433,256,612	480,145,011	523,933,281	575,592,706	628,265,654	686,776,602
	umulative Expenses	269,258,478	297,068,584	334,543,831	391,531,191	463,814,898	672,911,133
LU	ncommitted Basic Aid Funds	163,998,134	183,076,427	189,389,450	184,061,515	164,450,756	13,865,469
	Approved						

EXHIBIT A

Approved Amount

Change from November 2016 Report:

Total Change from November 2016 Report - - - - - - - -

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM: 7.7

DATE: 12/12/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Facilities Plan Status Report

ACTION: Information

BACKGROUND

On August 30, 2004, the Board of Trustees received a list of projects under consideration for local funding and a report on the status of each project. The Board requested to be kept informed about these and other facilities projects.

STATUS

(EXHIBIT A) provides an up-to-date report on the status of current construction projects.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

FACILITIES PLAN STATUS REPORT December 12, 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

<u>Project Description:</u> 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: DSA Close Out and Certification.

<u>In Progress</u>: *Final payment*

Recently Completed: Change order negotiations and potential claims resolved.

<u>Focus:</u> Continuing to address minor building issues.

2. STADIUM AND SITE IMPROVEMENT

<u>Project Description:</u> The existing stadium will be replaced with a new 8,000 seat multisport stadium with restrooms, team rooms, concession stand, ticket booth, storage, press box, scoreboard, synthetic turf and 9-lane running track. This project includes the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property. The existing practice fields and thrower's park will be relocated to and replace the Golf Driving Range and expanded to include a soccer practice field.

Start Preliminary Plans	March 2014	Award Design/Build Contract	Aug 2016
Start Working Drawings	Sept 2016	Complete Construction	Jan 2019
Complete Working Drwngs	March 2017	Advertise for FF&E	N/A
DSA Final Approval	Sept 2017	DSA Close Out	Pending

<u>Budget Narrative</u>: 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	Revision	Total
	\$14,530,000	\$47,700,000	\$62,230,000
District Funding Commitment	\$14,530,000	\$47,700,000	\$62,230,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$14,530,000	\$24,995,000	\$39,525,000
College Contribution:	\$0	\$22,705,000	\$22,705,000

Status: Schematic Design: 25% Complete.

<u>In Progress</u>: Transitioning from program adjacencies to schematic.

Recently Completed: College approval of Program Validation.

<u>Focus</u>: Arrange preliminary meeting with Division of the State Architect (DSA) in December.

3. TECHNOLOGY AND APPLIED SCIENCE (TAS) RENOVATION PROJECT

<u>Project Description:</u> This project is a renovated two story building of 29,425 assignable square feet (ASF), 36,601 gross square feet (GSF). The Technology & Applied Sciences building was completed in 1991 and as early as 1992 there were reports of slab distress. This project will replaces the first floor slab with a structural mat slab, upgrades the mechanical and electrical systems, replaces the exterior plaster and reinstalls mission roof tiles. The project includes instruction and support space renovation throughout including spaces for Architecture, Drafting, Environmental Studies, Electronics, Automotive, and Graphic Arts programs.

Start Preliminary Plans	July 2005	Award Construction Contract	March 2017
Start Working Drawings	Sept 2011	Complete Construction	Sept 2018
Complete Working Drwngs	Dec 2013	Advertise for FF&E	Oct 2017
DSA Final Approval	Dec 2016	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 2/28/11, 8/27/2012, 10/25/2013, 6/23/2014, and 8/22/2016. The original basic aid assignment of \$1,956,000 met design costs. The scope was revised to include both the North and South wing with a new budget estimated at \$14,733,000. On February 28, 2011, the Board approved \$6,799,055. On August 27, 2012, the Board approved \$5,977,945. On October 25, 2013, the Board approved reassignment of funds of \$8,523,000 for the Saddleback College Sciences Building. On June 23, 2014 the Board restored funding of \$8,523,000 and an additional \$2,702,000. On August 22, 2016, the Board approved an additional \$3,110,000 to fully fund the project.

Project Budget:	Original	Revision	Total
	\$ 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

<u>Status</u>: Bid and Award Phase (On Hold): Constructability review ongoing with architect and District. This project went into a delay with a change in project manager and Mechanical, Electrical, Plumbing (MEP) Engineer.

<u>In Progress</u>: Submission of revised drawings to DSA.

Recently Completed: On hold for in review on DSA submittal.

Focus Issue: Submit revised drawings to DSA.

4. TECHNOLOGY AND APPLIED SCIENCE (TAS) SWING SPACE PROJECT

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$ 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

<u>Status:</u> 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.

<u>Recently Completed</u>: 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

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$1,000,000	\$6,7000,000	\$7,700,000
District Funding Commitment:	\$1,000,000	\$6,700,000	\$7,700,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$1,000,000	\$6,700,000	\$7,700,000

Status: Construction Phase: 99% Complete.

<u>In Progress</u>: Final punch list. *Obtain DSA approval for fire panel upgrade in order to accommodate fog machine use in productions.*

<u>Recently Completed</u>: Define work scope additions for required improvements. *DSA Review of seismic bracing and thermal expansion loops at chilled water & hot water lines.*

<u>Focus</u>: Resolve change orders, Schedule construction for seismic bracing over winter break. Close out & training.

6. GATEWAY PROJECT

<u>Project Description</u>: 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

<u>Budget Narrative</u>: 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.

Project Budget:	<u>Original</u>	<u>Revision</u>	<u>Total</u>
	\$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: Unallocated Amount:	\$ 1,545,115	\$ 1,281,702	\$ 2,826,817 \$41,652,183

<u>Status</u>: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in November's election.

<u>In Progress</u>: State Chancellor's office submittal review for second year funding. *Clarification anticipated around January by State as to the size of a bond release in the first year*.

<u>Recently Completed</u>: Five Year Plan, Initial Project Proposals and Final Project Proposals (one each per college) submittal to state.

<u>Focus</u>: 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

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$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

<u>Status:</u> Close Out: The final Notice of Completion was filed on September 24, 2007. Original Architectural firm is re-engaged to address pending items.

<u>In Progress</u>: 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. *Obtain ratification on architectural agreement*.

Recently Completed: Resolved addenda and five change orders.

<u>Focus</u>: DSA Close-Out Consultant is engaged to work with the DSA to complete this effort.

2. LIFE SCIENCES PROJECT

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$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

<u>Status:</u> 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.

<u>In Progress</u>: Combining of "First Year Discovery" project with a college project to elicit a better contractor response. *Anticipated bid in March 2017 for a summer execution*.

Recently Completed: Draft of combined package with college project.

Focus: Completion of "first year discovery" items. Final closeout of project budget.

3. BARRANCA ENTRANCE

<u>Project Description:</u> This project creates a new signalized entrance with vehicular, bicycle and pedestrian access including landscaping and leading to the college perimeter road from Barranca Parkway.

Start Preliminary Plans	Feb 2010	Award Construction Contract	May 2016
Start Working Drawings	March 2011	Complete Construction	Jan 2017
Complete Working Drwngs	March 2011	Advertise for FF&E	N/A
DSA Final Approval	Dec 2012	DSA Close Out	Pending

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$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

<u>Status</u>: Construction Phase: 70% Complete. 95% of submittals have been reviewed. Inspection coordination with the City of Irvine and Irvine Ranch Water District is continuing.

<u>In Progress</u>: 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: Roadway asphalt pavement is complete. Irrigation system is 90% complete.

<u>Focus:</u> Traffic signal power connection from Southern California Edison is critical. Coordination is continuing.

4. LIBERAL ARTS BUILDING PROJECT

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$ 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

<u>Status</u>: Construction Phase: 100% complete. Substantial completion reached on July 29, 2016.

In Progress: Final Pay application review.

<u>Recently Completed</u>: Punch list, warranty and M&O Manuals provided, final furniture install.

Focus: Final Pay application review.

5. FINE ARTS PROJECT

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	<u>Original</u>	<u>Revision</u>	<u>Total</u>
	\$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: Unallocated Amount:	\$795,000	\$1,659,739	\$ 2,454,739 \$35,301,261

<u>Status</u>: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in November's election.

<u>In Progress</u>: State Chancellor's office submittal review for anticipated second year funding. *Clarification anticipated around January by State as to the size of a bond release in the first year.*

<u>Recently Completed</u>: Five Year Plan, Initial Project Proposals and Final Project Proposals (one each per college) submittal to state.

<u>Focus</u>: 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

<u>Project Description:</u> 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

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$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

<u>Status</u>: Programming and Planning phase: 80% complete. Integration of Solar Shade Structure scope.

<u>In Progress</u>: Development of Design-Build project criteria is continuing *including an assessment of demand versus proposed solar capacity*.

<u>Recently Completed:</u> Kickoff meeting with criteria architect and user group. Preliminary parking lot layout is complete.

<u>Focus</u>: Development of Design-build project criteria and Design-build RFQ & P documents.

7. HEALTH CENTER/CONCESSION PROJECT

<u>Project Description:</u> 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.

<u>In Progress</u>: Development of Design-build project criteria is underway.

Recently Completed: Second and third meeting with criteria architect and user group.

<u>Focus</u>: *Completion* of Project Criteria and Design-build RFQ&P documents.

ATEP

1. ATEP DEMOLITION

<u>Project Description</u>: 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.

Project Budget:	Original	Revision	Total
	\$ 7,000,000	\$ 6,7000,000	\$13,700,000
District Funding Commitment:	\$ 7,000,000	\$ 6,700,000	\$13,700,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 7,000,000	\$ 6,700,000	\$13,700,000

<u>Status</u>: Between demolition phases: Six demolition projects, which include removal of all ATEP building foundations, roads, parking lots and utility infrastructure are complete.

<u>In Progress</u>: Negotiations with the City and the Navy to transfer county land to district so the last phase of demolition can be completed.

<u>Recently Completed</u>: Land exchange between District and the County of Orange.

<u>Focus</u>: Adhere to various regulatory requirements specific to maintenance of the ATEP site. Complete County land exchange.

2. ATEP - IVC FIRST BUILDING

Project Description: This project is a new two-story 20,249 assignable square feet (ASF), 30,000 gross square feet (GSF) building dedicated to technical and applied sciences and economic development. The automation (HAAS), subtractive and additive 3-D sculpting labs, design model prototyping, electronics, photonics, electrical, engineering computer labs, alternative robotics classes, and the testing center will be located from the existing ATEP classrooms and from the IVC campus with some spaces representing expansion. The space vacated at the ATEP campus will terminate the temporary lease with the City of Tustin. The space vacated at the IVC campus at the A300 and B300 building will become available to meet additional curriculum needs. The new ATEP IVC First Building, located in the north east portion of the ATEP campus, will consist of primarily lab classrooms and support spaces, with some lecture classroom space, offices and student support services. The project includes 50kV of solar electric power and will be a LEED Gold Equivalent building.

Start Preliminary Plans	Oct 2014	Award Construction Contract	June 2015
Start Working Drawings	July 2015	Complete Construction	Dec 2017
Complete Working Drwngs	March 2016	Advertise for FF&E	Aug 2017
DSA Final Approval	Sept 2016	DSA Close Out	Pending

<u>Budget Narrative</u>: 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.

Project Budget:	Original	Revision	Total
	\$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: College Contribution:	\$21,450,000	\$ 4,850,000	\$26,300,000
	\$0	\$ 1,400,000	\$ 1,400,000

Status: Construction phase: 3% complete.

In Progress: Building foundations and under slab utility installation.

Recently Completed: Site grading and foundation preparation.

<u>Focus</u>: Final review of project Audio Visual and IT components and begin furniture selection process.

3. ATEP – UTILITIES AND INFRASTRUCTURE

<u>Project Description:</u> 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.

Project Budget:	Original	Revision	Total
	\$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: Construction phase: 1% complete

<u>In Progress</u>: Site Mobilization and commencement of rough grading

Recently Completed: Issuance of Notice to Proceed (NTP)

<u>Focus</u>: Construction coordination between Infrastructure, IVC First Building and City of Tustin Victory Road contractors.

DISTRICT WIDE

1. DISTRICTWIDE SUSTAINABILITY/ ENERGY PLAN

<u>Project Description:</u> 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

<u>Budget Narrative</u>: Budget reflects Board action on 6/22/2015. On August 22, 2016, the Board approved \$40,000.

Project Budget:	Original	Revision	Total
	\$200,000	\$40,000	\$240,000
District Funding Commitment:	\$200,000	\$40,000	\$240,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$200,000	\$40,000	\$240,000

<u>Status</u>: Award is recommended at this November Board meeting.

<u>In Progress</u>: *Identification of college committees*.

Recently Completed: Agreement has been awarded.

<u>Focus</u>: Identification of college committee members and scheduling of Sustainability Plan development meetings.

2. ADA TRANSITION PLAN

<u>Project Description:</u> 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

<u>Budget Narrative</u>: Budget reflects Board action on 6/22/2015. On June 27, 2016, the Board approved \$440,000.

Project Budget:	Original	Revision	Total
	\$400,000	\$440,000	\$840,000
District Funding Commitment:	\$400,000	\$440,000	\$840,000
Anticipated State Match:	\$	\$	\$
Basic Aid Allocation:	\$400,000	\$440,000	\$840,000

Status: ADA Transition Plan is complete.

<u>In Progress</u>: Finalizing training agendas from campus staff.

Recently Completed: ADA Transition Plan is complete.

<u>Focus</u>: Scheduling staff training to manage Transition Plan database, project planning and basics of accessible construction.

Project updates for active projects may be viewed at: http://www.socced.edu/businessservices/ProjectUpdates.html.

Notes

- Schedule Table: Bold dates in the schedule table indicate actuals. Items that are not bold indicate anticipated dates.
- Budget Table:
 - When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year. (FUSION is the State Chancellor's Office database for Capital Outlay.)
 - The "Revisions" column for the State Match category includes changes due to escalation and changes that may have occurred to the state's percentage (i.e. going from an 80% match down to a 70% match and so on as the economy changes) from the original project approvals to current date. The "Revisions" column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.
 - The Unassigned category identifies an underfunded budget.
- The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 12/12/16

ITEM: 7.8

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 November 30, 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 November 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE	.		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS		-				
BEGINNING FUND BALANCE:		\$	59,340,815	59,340,815	59,340,815	100.00%
REVENUES:						
Federal Sources	8100-8199	\$	4,232,583	4,589,403	751,597	16.38%
State Sources	8600-8699		46,456,156	49,259,652	22,068,290	44.80%
Local Sources	8800-8899		224,530,310	224,541,490	47,246,424	21.04%
Other Financing Sources	8900-8912	_	0	0	70,000,044	05.470/
Total Revenue			275,219,049	278,390,545	70,066,311	25.17%
INCOMING TRANSFERS	8980-8989		4,107,009	4,107,009	407,038	
TOTAL SOURCES OF FUNDS		\$	338,666,873	341,838,369	129,814,164	37.98%
USES OF FUNDS						
EXPENDITURES:						
Academic Salaries	1000-1999	\$	86,730,335	87,406,200	26,491,948	30.31%
Other Staff Salaries	2000-2999		54,253,223	54,700,108	16,783,400	30.68%
Employee Benefits	3000-3999		50,476,683	50,592,736	16,421,902	32.46%
Supplies & Materials	4000-4999		7,659,548	7,396,259	1,356,981	18.35%
Services & Other Operating	5000-5999		30,037,802	31,821,351	8,703,676	27.35%
Capital Outlay	6000-6999		16,595,642	16,786,744	2,031,916	12.10%
Payments to Students	7500-7699	_	1,046,089	1,590,287	625,008	39.30%
Total Expenditures		\$	246,799,322	250,293,685	72,414,831	28.93%
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	12,600,000	22.45%
Intra Fund Transfers Out	7400-7499	_	0	0		0.00%
Total Other Uses			56,879,557	56,879,557	12,850,000	22.59%
TOTAL USES OF FUNDS		-	303,678,879	307,173,242	85,264,831	27.76%
ENDING FUND BALANCE		\$_	34,987,994	34,665,127	44,549,333	
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	8,094,329		
TOTAL RESERVES		\$_	34,987,994	34,665,127		

NOTE: As of November 30, 2015 actual revenues to date were **34.75%** and actual expenditures to date were **22.48%** of the revised budget to date.

SADDLEBACK COLLEGE

General Fund Income and Expenditure Summary As of November 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE	<u> </u>		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 Restricted Budget Allocation Total Revenue		_	100,636,449 28,755,407 129,391,856	100,636,449 28,919,548 129,555,997	20,496,897 14,457,777 34,954,674	20.37% 49.99% 26.98%
INCOMING TRANSFERS	8980-8989		3,302,005	3,302,005	229,247	
TOTAL SOURCES OF FUNDS		\$_	148,502,064	148,666,205	50,992,124	34.30%
USES OF FUNDS						
EXPENDITURES: Academic Salaries Other Staff Salaries Employee Benefits Supplies & Materials Services & Other Operating Capital Outlay Payments to Students Total Expenditures	1000-1999 2000-2999 3000-3999 4000-4999 5000-5999 6000-6999 7500-7699	\$	54,263,994 27,571,323 28,347,162 5,434,219 13,670,310 11,020,064 694,992 141,002,064	54,426,185 27,621,778 28,344,652 4,953,945 13,892,649 11,028,004 898,992 141,166,205	15,791,486 8,354,326 9,258,573 884,989 3,878,057 774,566 254,804 39,196,801	29.01% 30.25% 32.66% 17.86% 27.91% 7.02% 28.34% 27.77%
OTHER FINANCING SOURCES/(USES) Debt Service Transfers Out Other Transfers Total Other Uses): 7100-7199 7300-7399 7400-7499	\$	500,000 0 500,000	500,000 0 500,000	250,000 0 250,000	50.00% 50.00%
TOTAL USES OF FUNDS		_	141,502,064	141,666,205	39,446,801	27.84%
LOCATION OPERATING BALANCE		\$_	7,000,000	7,000,000	11,545,323	
RESERVES Reserve for Economic Uncertainties		\$_	7,000,000	7,000,000		

NOTE: As of November 30, 2015 actual revenues to date were **27.96%** and actual expenditures to date were **25.48%** of the revised budget to date.

IRVINE VALLEY COLLEGE

General Fund Income and Expenditure Summary As of November 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE	<u> </u>		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 Restricted Budget Allocation Total Revenue		\$	60,296,673 15,087,393 75,384,066	60,296,673 18,046,195 78,342,868	14,224,286 8,639,630 22,863,916	23.59% 47.88% 29.18%
INCOMING TRANSFERS	8980-8989		610,004	610,004	147,054	
TOTAL SOURCES OF FUNDS		-	82,613,736	85,572,538	29,630,636	34.63%
USES OF FUNDS						
EXPENDITURES: Academic Salaries Other Staff Salaries Employee Benefits Supplies & Materials Services & Other Operating Capital Outlay Payments to Students	1000-1999 2000-2999 3000-3999 4000-4999 5000-5999 6000-6999 7500-7699): 7100-7199 7300-7399 7400-7499	-	30,666,733 17,795,118 17,446,749 2,107,824 7,572,826 5,256,193 351,097 81,196,540	31,180,407 18,196,040 17,565,745 2,322,480 9,083,304 5,438,938 691,295 84,478,209	10,289,558 5,598,363 6,024,686 448,326 2,367,941 1,199,448 370,204 26,298,526	33.00% 30.77% 34.30% 19.30% 26.07% 22.05% 53.55% 31.13%
TOTAL USES OF FUNDS		-	81,196,540	84,478,209	26,298,526	31.13%
LOCATION OPERATING BALANCE		=	1,417,196	1,094,329	3,332,110	
RESERVES Reserve for Economic Uncertainties		=	1,417,196	1,094,329		

NOTE: As of November 30, 2015 actual revenues to date were **28.86%** and actual expenditures to date were **27.21%** of the revised budget to date.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM:

DATE: 12/12/16

7.9

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Retiree (OPEB) Trust Fund

ACTION: Information

BACKGROUND

In April 2008 the SOCCCD Board of Trustees authorized the establishment of an irrevocable trust to comply with GASB No. 43 (Financial Reporting for Postemployment Benefit Plans Other Than Pensions) and GASB No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits other than Pensions). The trust was established with the Benefit Trust Company and is administered through the Futuris Public Entity Trust Program.

STATUS

This report is for the period ending October 31, 2016 (EXHIBIT A). The portfolio was comprised of 50.1% Fixed Funds (Bonds) and 49.9% Common Stocks (Domestic and International). The portfolio's performance decreased 1.23%, ending with a fair market value of \$95,230,338, and an annualized return of 5.23%.

Item Submitted By: C.M. Brahmbhatt, Acting Vice Chancellor, Business Services



November 8, 2016

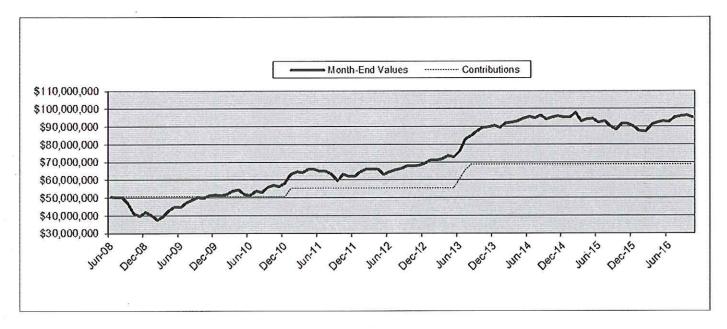
South Orange County Community College District 28000 Marguerite Parkway Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

With a fair market value on October 31st of \$95,230,338.28 your portfolio's performance was down -1.23% for the month and up 5.23% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (49.9%) and fixed income funds (50.1%). It was designed to be invested over a long time frame. Deposits included the initial contribution of \$50,791,103 in June 2008, and additional contributions of \$4,618,708 on January 10, 2011, \$5,000,000 on June 17, 2013, \$5,000,000 on July 31, 2013 and \$3,389,912.76 on August 20, 2013 for a total of \$68,799,723.76. \$4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	October 2016	Year-To-Date	Annualized Since Inception
South Orange CCCD	-1.23%	5.42%	5.23% annualized return
S&P 500	-1.82%	5.89%	8.62% (Domestic Stocks)
MSCI EAFE	-2.05%	-0.35%	0.86% (International stocks)
Barclays Aggregate	-0.76%	5.00%	4.54% (Domestic Bonds)
Barclays Global	-2.78%	6.79%	2.95% (Global Bonds)



Very truly yours,

Scott W. Rankin Senior Vice President

Month - Year	onth - Year Contributions Contribution Balanc		ntribution Balance	Month-End		
Wolldin - Teal	CC	ontributions	CO	illibution balance		vestment Values
June-08	\$	50,791,103	\$	50,791,103	\$	50,589,708
June-09	\$	-	\$	50,791,103	\$	44,706,214
June-10	\$	-	\$	50,791,103	\$	51,342,419
June-11	\$	4,618,708	\$	55,409,811	\$	65,060,898
June-12	\$	-	\$	55,409,811	\$	64,788,984
June-13	\$	5,000,000	\$	60,409,811	\$	76,038,439
June-14	\$	8,389,913	\$	68,799,724	\$	95,689,395
July-14	\$	-	\$	68,799,724	\$	94,769,733
August-14	\$	-	\$	68,799,724	\$	96,479,698
September-14	\$	-	\$	68,799,724	\$	94,002,753
October-14	\$	-	\$	68,799,724	\$	95,339,341
November-14	\$	-	\$	68,799,724	\$	96,004,369
December-14	\$	-	\$	68,799,724	\$	95,241,531
January-15	\$	-	\$	68,799,724	\$	95,202,573
February-15	\$	-	\$	68,799,724	\$	97,642,721
March-15	\$	(4,000,000)	\$	64,799,724	\$	93,188,823
April-15	\$	-	\$	64,799,724	\$	94,125,319
May-15	\$	-	\$	64,799,724	\$	94,358,288
June-15	\$	-	\$	64,799,724	\$	92,222,506
July-15	\$	-	\$	64,799,724	\$	93,208,064
August-15	\$	-	\$	64,799,724	\$	90,108,927
September-15	\$	-	\$	64,799,724	\$	88,539,000
October-15	\$	-	\$	64,799,724	\$	91,671,410
November-15	\$	-	\$	64,799,724	\$	91,546,935
December-15	\$	-	\$	64,799,724	\$	90,246,709
January-16	\$	-	\$	64,799,724	\$	87,729,554
February-16	\$	-	\$	64,799,724	\$	87,194,244
March-16	\$	-	\$	64,799,724	\$	91,452,227
April-16	\$	-	\$	64,799,724	\$	92,330,964
May-16	\$	-	\$	64,799,724	\$	92,395,230
June-16	\$	-	\$	64,799,724	\$	92,851,363
July-16	\$	-	\$	64,799,724	\$	95,377,249
August-16	\$	-	\$	64,799,724	\$	95,929,958
September-16	\$	-	\$	64,799,724	\$	96,320,870
October-16	\$	-	\$	64,799,724	\$	95,230,338
	\$	64,799,724				•



IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA 92618 | T 949-451-5100 | www.ivc.edu

TO: Debra L. Fitzsimons, EdD, Interim Chancellor, and Members of the Board of

Trustees

FROM: Glenn R. Roquemore, PhD, President DRF

DATE: December 1, 2016

SUBJECT: President's Report for the December 12, 2016 Board of Trustees Meeting

IVC Holds Veterans Day Commemoration

On November 10, Irvine Valley College (IVC) hosted the annual Veterans Day Commemoration. IVC student veterans, Rachel Bartlett, Eric Grohman and Matthew McBee, all of the US Marine Corps, participated on a panel moderated by Director of Health, Wellness and Veterans Nancy Montgomery. Each student discussed how their service shaped their future goals and the impact the IVC Veterans Services Center has had on their educational experience.

IVC MUN Hosts 6th Annual Southern California Conference

On October 15, the IVC Model United Nations (MUN) program hosted its sixth annual Southern California MUN Conference. This is the first of three service-learning events that IVC MUN students organize every year to raise awareness of global challenges and promote global citizenship. Held at IVC, the conference was attended by over 120 delegates from colleges and universities across Southern California including California State University, Long Beach; University of California, Santa Barbara; and Riverside Community College. IVC MUN students spent over 40 hours organizing logistics and preparing for the event which is open to all college-level students from Southern California.

IVC Speech and Debate Team Busy in October

IVC's speech and debate team participated in six debate tournaments during the month of October. At the beginning of the month, the team hosted the British National Debate team to discuss the topic: hate speech should be banned on college campuses. They then gave back to the community by participating in a tournament for elementary, middle and high school students to compete in debate competitions. Thirty-seven IVC debate students served as judges for the event and provided feedback to the 145 young participants. IVC debate students also directed, judged and competed in the Gary Rybold Free for Me National Parliamentary Debate Association (NPDA) Tournament hosted by Concordia University, Irvine. Students competed at the Jannese Davidson Memorial Tournament, also held at Concordia University, Irvine. IVC novice debate students took second place in the parliamentary debate category. The debate team participated in the IVC Free 4 Me Tournament that offered individual debate events. IVC debate team member Rishi Malhotra won gold out of 53 other competitors in the senior category. The debate team finished up the month with the Watson-Lancer Speech Tournament at Pasadena City College. About 77 students competed in the impromptu speaking event. IVC's Meaghan Loeffler took first place in the competition.

President's Report to the Board of Trustees December 1, 2016 Page 2

CyberPatriot Qualification Round

On November 11, IVC and Mike Salviani, professor in the department of Computer Information Management, hosted the CyberPatriot Qualfication Round. CyberPatriot is the premier national cyber defense competition that brings together multiple skills for middle and high school students to work together as a team in a virtual environment to solve real-world cybersecurity problems. The challenges presented in the competition help students build skills for a future career in cybersecurity. Competition challenges include forensics, networking, and securing various operating systems such as Windows desktop, Windows server, and Linux. As a member of the So Cal Cybersecurity Community College Consortium (SoCalCCCC), IVC is committed to becoming an education partner for well-trained cybersecurity and information technology (IT) professionals. Programs like CyberPatriot help develop the flow of students into IVC's IT training programs. All rounds of competition in CyberPatriot, with the exception of the National Finals Competition, take place online. Teams complete all their work during one six-consecutive-hour period on the Friday, Saturday, or Sunday of the competition window.

Bio-Link Depot at IVC

On December 10, IVC hosted its first Bio-Link Depot giveaway, initiated by Biology Instructor Emalee McKenzie. Biotech research is a growing industry for scientific state-of-the-art breakthroughs in bio-manufacturing and healthcare; however, cutting-edge research is rapidly changing and can result in enormous amounts of equipment and materials that are no longer needed when industry labs retool for new projects. In order to avoid waste and sending the materials to a landfill, the non-profit Bio-Link Depot works to salvage and re-purpose the materials for use by teachers and students in the classroom, all for free. The depot operates as a clearinghouse for beakers, Petri dishes, microscopes, centrifuges and other equipment that can cost up to \$70,000 for classroom use. The Bio-Link Depot holds open houses every few months for science educators, giving them an opportunity to sort through the donations and pick out what they need for use in their classrooms.

IVC Music Theory Students Selected as MACCC Finalists

IVC's music theory students, April Stephenson and Drake Martinez, under the direction of Music Theory and Composition Instructor Dr. Daniel Luzko, were selected to participate in the Music Association of California Community Colleges (MACCC) Music Theory Scholarship Tournament. They were two of 11 students selected to move to the final competition held November 19 in San Diego. IVC took a total of 36 students to the competition in the areas of conference band, conference choir, student guitar master class, student composition contest, student vocal jazz master class, student composition master class, strings master class and the music theory scholarship tournament. In addition, there are four IVC music students enrolled in composition master classes with Dr. Carolyn Bremer of the Bob Cole Conservatory of Music at California State University, Long Beach.

IVC Women's Golf Earns Spot on All-State Team

On October 12-14, the IVC women's golf team competed in the California Community College Athletic Association (CCCAA) Women's Golf State Championships at the Morro Bay Golf Course in San Luis Obispo, California. Freshman Araceli Esquivel placed sixth and earned a spot on the all-state team. Overall, the women's golf team placed seventh out of eight teams.

President's Report to the Board of Trustees December 1, 2016 Page 3

IVC Honored With MentorLinks Plaque

The American Association of Community Colleges and the National Science Foundation presented IVC with a plaque in recognition and appreciation of exceptional efforts to advance technological education through the MentorLinks program. IVC's MentorLinks program team includes Professor Emalee Mackenzie and Dean of Math, Science and Engineering Dr. Lianna Zhao. They are mentored by Vivian Ngan-Winward from Vivid Ngenuity, LLC in San Clemente, California.

IVC Men's Soccer Takes Second in OEC

On November 10, the IVC men's soccer team defeated Norco College with a 6-1 victory, ending the regular season. Their win placed them in second overall in the Orange Empire Conference (OEC), enabling the team to head into the Southern California Regional Playoffs for the postseason. IVC finished with a total of 56 goals scored during the regular season.



TO: Members of the Board of Trustees

Dr. Debra L. Fitzsimons, Interim Chancellor

FROM: Dr. Tod A. Burnett, President

SADDLEBACK C O L L E G E

SUBJECT: Report for December 12, 2016 Board of Trustees Meeting

The OC Pathways Showcase was held on November 30th at the Marconi Automotive Museum to highlight OC Pathways, a grant program initiated in 2014 by the California Department of Education that connects educators and industry leaders to equip students for college and career success. Led by Saddleback College and the Orange County Department of Education, OC Pathways comprises 14 school districts, nine community colleges, multiple universities, numerous regional agencies, and scores of industry and community partners working together to prepare Orange County students for high-demand, high-skill, and high-wage careers.

The OC Pathways Showcase, entitled "The Ultimate Road Trip," highlighted college and high school students who have held internships in the STEM (science, technology, engineering, and math) fields made possible by the grant. The event was moderated by Dr. Burnett and Dr. Al Mijares, Orange County Superintendent of Schools. The keynote speaker was Tim Buzza, Virgin Galactic vice president of program development. Additionally, guests heard from the creators of the PBS documentary series "Road Trip Nation," who have traveled the world to learn how individuals transform passion into careers.

Dr. Burnett and Jeanne Harris-Caldwell, director of the Student Health Center, led a presentation at the Community College League of California annual convention in Riverside entitled, "Campus Crisis: One College's Strategy for Dealing with Student Mental Health and Wellness." The presentation highlights the multitude of programs offered for Saddleback students through the Student Health Center, including extensive mental health services, wellness services, family planning, a food pantry, and additional resources to assist students in need.

Three new student services managers were welcomed to Saddleback College: Dr. Georgina Guy, dean of transfer, career, and special programs; Amber Gallagher, director of financial assistance; and Christopher Hargraves, director of student life. They are all very impressive individuals with exceptional experience and backgrounds and will serve Saddleback College and our students well.

Dr. Burnett welcomed elected officials, community members, and college faculty, staff, and management to the Fest of Lights on Sunday, December 4th. The holiday favorite is directed by Scott Farthing, choral director.

Professional Development Week will be held January 10-13, 2017.

Office of Instruction

Fine Arts and Media Technology - December has been a busy month for FAMT events. On December 2nd, our instrumental studies students performed a free chamber music concert in FA 103. On December 4th Saddleback chamber music students performed in FA103. Numerous holiday performances followed starting with A Feast of Lights in the McKinney Theatre to sold-out houses, December 2nd-4th. On that same weekend, the Saddleback art students put on their annual holiday student art sale in the Art Gallery on December 2nd-6th. Also on that same weekend and continuing through the 11th, the Department of Theatre Arts presented First Lady Suite, a Musical on December 2nd-11th in the Studio Theatre. On December 7th our own Kirill Gliadkovsky performed a piano recital of romantic composers in the McKinney Theatre. On December 8th. Saddleback applied music students presented a free recital at 2 pm in the McKinney Theatre. On December 8th, the Saddleback Wind Ensemble performed in the McKinney Theatre. On December 9th, chamber music students performed a concert in FA 101. On December 9th, our student jazz combos performed in the McKinney Theatre. Also on December 9th, Scott Farthing's applied voice students performed classical holiday songs in FA 101. On December 10th advanced piano students performed a free concert in FA 101. Also on December 10th, the Saddleback Big Band held their yearly holiday concert. The FAMT festivities culminated with the Laguna Ballet's The Nutcracker on December 15th-18th in the McKinney Theatre.

Health Sciences and Human Services – The Saddleback College Nursing Program honored S9 graduating nursing students in a symbolic candle lighting and pinning ceremony on Monday, December Sth in the McKinney Theatre. Each graduate received a time-honored pin, a symbol of a nurse's service to others, and their induction into the nursing profession.