Substantive Change Proposal

Saddleback College

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Mission Viejo, CA 92692

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A. Brief Description of the College

The South Orange County Community College District (SOCCCD) includes two colleges: Saddleback College in Mission Viejo, CA and Irvine Valley College (IVC) in Irvine, CA. The Saddleback College designated service area includes the cities of Aliso Viejo, Dana Point, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and the unincorporated communities of south Orange County, as well as an area surrounding the Advanced Technology Education Park in Tustin within the SOCCCD service area.

In 2015-2016 Saddleback College attained 16,904 FTES with an unduplicated headcount of 38,901 students. The college catalog listed over 190 program areas that offered 118 Associate of Art (A.A.)/Associate of Science (A.S.), 19 transfer degrees (AA-T and AS-T) and 89 certificate programs approved by the State Chancellor's Office. In addition, the college also offered 31 occupational skills awards (low-unit certificates). In alignment with its mission statement, Saddleback College places significant emphasis on associate degrees, transfer opportunities, and expanding Career Technical Education (CTE) courses for a strong workforce.

B. Brief Description of the Proposed Changes
This proposal consists of changes in the nature of the constituency served in four areas. Each will be discussed separately:
1. New programs (new areas of career preparations within the existing Environmental Studies, Automotive Technology, and Graphic Design programs);
2. New program, new student population, and new instructional location (adult education);
3. At least fifty (50) percent of the coursework taught at a new location (Human Services and Mental Health Worker certificate programs); and
4. At least fifty (50) percent of the coursework taught in a new delivery mode (DE programs).

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

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.

D. College Mission Related to Proposed Changes

The proposed changes do not change the college mission in any substantive way. We continue to serve largely the same population of students, although we are now able to provide instruction to students who would not normally attend classes on campus, thereby improving the college's access for underrepresented populations of potential students, and provide them pathways to continue their education on campus or online.

E. Proposed Substantive Changes:

1. Change in the Nature of the Constituency Served: New Programs

A. Proposed Change

The purpose of this substantive change proposal is to request approval for Saddleback College (SC) to offer one new Associate of Science degree and three (3) new Certificates of Achievement within three existing career and technical education programs:

a.   Environmental Studies
   i.   Water Resources and Conservation
b.   Automotive Technologies
   i.   Alternative Fuel Vehicle Specialist – Associate of Science degree
   ii.   Alternative Fuel Vehicle Specialist – Certificate of Achievement
c.   Graphic Design
   i.   Biomedical Illustrations – Certificate of Achievement

A. 1 Description of the Change

In alignment with its educational mission and in response to an identified need that was supported by Labor Market, Saddleback College (SC) collaborated with industry partners and regional community colleges to develop a new Associate of Science degree and three Certificates of Achievement in three existing programs.

Environmental Studies

With the intent to strengthen the environmental studies program at Saddleback College and to meet the growing educational needs in the local workforce, the faculty worked with industry advisors and the other community colleges in the region to develop curriculum that focuses on water resources and conservation. This program has been approved through the local and regional curriculum approval processes, and approved by the State Chancellor's Office.

Programs in water resources and conservation prepare students to understand environmental not only principles and best practices of resource management and conservation, but also public policy. Because water is a valuable resource for government, business, and individuals, students who complete the program will be able to apply their skills in a large variety of jobs in the local workplace.

Industry estimates and labor market information (LMI; see B.2.13) indicate that water management and conservation will continue to be a growing industry, particularly in California. With the continuing drought conditions throughout the state, job opportunities related to water continue to develop.

Automotive Technologies

The automotive industry continues to evolve and grow. Technology has been a major contributor to the innovations being introduced in the industry. STEM (science, technology, engineering and mathematics) concepts are part of everyday automotive instruction. With the growing focus on automobiles that use fuels other than gasoline, automotive technicians must be familiar hybrid, electric, hydrogen, diesel, and natural gas vehicles , led to demand for a new Alternate Fuel Technician degree and certificate.

While gasoline powered vehicles remain the majority on the road today, increasing gas prices and shortages drive consumers to alternate fuel. The faculty, working with their industry advisors, developed this new program to meet the growing need for alternate fuel technicians. This program has been approved through the local and regional curriculum approval processes, and approved by the State Chancellor's Office.

Industry estimates and LMI data (see B.2.13) support the need for qualified alternate fuel technicians throughout the region. With the ongoing technological development of vehicles in the marketplace, skilled workers need training in the area of alternate fuels.

Graphic Design

The biomedical field provides our students with many job opportunities. Biomedical workers conduct research, design, manufacture, and support medical technology in a variety of disciplines. As part of the graphics design program review, faculty and industry partners identified the need for skilled biomedical illustrators. These skilled workers need to understand anatomy and physiology as well as design and manufacturing.

Biomedical illustration is an emerging industry that takes the expertise of an artist and blends it with the technical aspects of human physiology and medical technology. Skilled workers are finding high paying jobs with biomedical manufacturers, hospitals and medical providers, publishers, and many other employers. LMI data is provided under B.2.13. This program has been approved through the local and regional curriculum approval processes, and approved by the State Chancellor's Office.

A.2 Relationship to the College Mission

Saddleback College strives to meet the needs of its diverse students through innovative and inclusive means as they work to attain certificates, degrees, transfer, improvement of basic skills, and lifelong learning.

Saddleback College provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a robust selection of discipline content, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. As a comprehensive community college, Saddleback offers courses for basic skills development, programs leading to degrees

and certificates, general education courses to facilitate attainment of institutional student learning outcomes and transfer, opportunities for lifelong learning, and student support services.

With its commitment to economic and workforce development in support of state and regional economic needs, Saddleback College takes pride in providing career technical education opportunities that provide students the skills to enter the workforce. The new programs support the college mission.

A.3 Rationale for the Change
Environmental Studies

As part of Saddleback College's commitment to improve and expand student opportunities and provide skilled labor to the regional community, the college plans to offer a water resources and conservation program. This program aligns with the college's economic and workforce mission and strategic plan which address how the college plans to meet the workforce training needs for the local and regional economy.

This new program complements the existing environmental studies degree program and the ecological restoration certificate by providing each with additional courses that serve to strengthen the existing knowledge and skills. For both programs, the new courses will serve to increase the diversity and scope of water conservation issues and how to create water conservation plans. The new courses will also allow students to learn water quality sampling techniques that will allow the students to not only identify the pollutants in the water but how to best manage/remove the pollutants.

There are four other community colleges in the LA/OC region that provide a CTE program related to water occupations, but they all focus on water distribution and/or treatment. Up until recently, these programs were sufficient in meeting the demands of students and industry. However, as environmental conditions change and freshwater becomes more limited, it is now relevant to turn our attention to water management and conservation.

Given its focus on water management and conservation, the instructional content of Saddleback's program is unique and does not replicate content, learning objectives, or create competition with the existing programs. There was extensive communication early on between our department chair had with department heads and faculty in the water programs at each of regional colleges and others throughout the state. Discipline faculty statewide were also asked to provide input into the type of courses and course content. In fact, Saddleback College has worked with Santiago Canyon College (the closest program to the college) to develop a distinct but complementary program. Faculty and administration

from both Saddleback College and Santiago College collaborated in person on the water conservation program to guarantee that the new program did not duplicate Santiago College's water utility science program in any substantial manner. It was also determined that the two programs could benefit each other with a potential cross-regional certificate that would identify core courses offered at both colleges and then students interested in conservation would take the remaining courses at Saddleback and the students interested in wastewater treatment would finish the certificate at Santiago Canyon.

Labor market demand (see B.2.13) exceeds the number of workers being educated with the skills needed to meet industry needs.

Automotive Technologies

During the last decade there has been a huge expansion of technology built into automobiles as both the cost and ease of use has increased. We now find that many of our vehicles are powered by multiple motors and run on several different types of fuel.

This new certificate program repackages existing automotive courses with new courses to offer the learner necessary skills to prepare for a rewarding career in hybrid and alternative fueled vehicle repair and maintenance. This new certificate and degree track prepares students to work on hybrid and alternative fueled vehicles from major manufacturers such as Toyota, Honda, Chevrolet, Ford, Mitsubishi, Dodge, and Hyundai.

Labor market demand (see B.2.13) for automotive technicians far exceeds annual demand for new and replacement workers. It is anticipated that enrollment and completions will continue to rise for the next several years due to partnerships with local high school automotive technology programs, increased interest and demand for hybrid and alternative fueled vehicles in the community as well as jobs available to service them, and from an increased awareness of the quality of training that can be obtained from the Saddleback College automotive technology program.

Graphic Design

Medical illustrations and animations appear in virtually all media markets used to disseminate medical, biological, veterinary and dental information. These include illustrations used in textbooks and journals, internet, television, patient education materials, museums, trade shows displays, pharmaceutical advertising, and materials used by attorneys and law enforcement to clarify complex medical information for judges and juries. Students completing this certificate will have the foundation skills to work in these industries. The certificate is expected to enroll existing design and illustration students, science students, those looking to retrain or expand skill sets for new careers, and draw new students to the program. Labor market demand is provided under section B.2.13.

B. Program Descriptions

WATER RESOURCES AND CONSERVATION CERTIFICATE

The water resources and conservation program is a two-year certificate of achievement designed to prepare students for entry-level jobs in the water resources and conservation fields as water efficiency technicians, coordinators, or specialists, or as water resources specialists and technicians. The program also provides coursework for professionals interested in upgrading their skills and/or receive certification in the water conservation field.

The water resources and conservation certificate provides students with an integrated background and critical knowledge of water resources and conservation issues. Students will gain skills and practical application of those skills to design, implement and evaluate water conservation programs that address current and future water issues at a local, national, and global level. The program combines classroom, laboratory, and field study instruction providing students with a well-rounded preparation in the water resources and conservation field. The goal of the program is to train and prepare students for a career in the water field as water efficiency/conservation technicians, coordinators, or specialists, or as water resources specialists and technicians. The program will also prepare students for water conservation certification examinations administered by professional associations within the water industry.

Courses within the program help the student attain the following program student learning outcomes:
- Design, implement, evaluate, and market water conservation programs to a broad audience.
- Evaluate water usage patterns for rural, urban, residential, and commercial sites; recommend efficiency measures as well as alternate water sources.
- Understand water distribution, flow, and elimination systems; basic hydraulics; quality issues; balance and time of use.
- Understand the many stressors to water accessibility and how they interact to affect supply and demand along with other issues.
- Monitor, collect, interpret and analyze data to evaluate effectiveness of programs and modify them over time.
- Calculate water and cost savings and produce comprehensive cost/benefit analysis reports.
- Develop basic knowledge of water resource economics and how economics relates to supply and demand.

The program information in the Chancellor's Office curriculum management database can be accessed here.

Water Resources and Conservation Certificate of Achievement (with course sequencing)

Requirements	Course ID	Course Title	Units	Sequence (year, term)
Required Core 22 Units				
	ENV 1	Introduction to Environmental Studies	3	Year 1, Fall
	ENV 6	Scarcity and Environment	3	Year 2, Spring
	ENV 40	Environmental Law and Policy	3	Year 2, Fall
	ENV 105	Environmental Studies Internship	2	Year 1, Summer
	ENV 123	Water and Soil Conservation	3	Year 1, Fall
	ENV 140	Water Quality and Monitoring	3	Year 1, Spring
	ENV 141	Water Resources and Management	4	Year 2, Fall
	CWE 180	Co-Op-Ed Environmental Studies	1	Year 1, Summer

Required Core Total: 22 units
TOTAL UNITS: 22 units

ALTERNATIVE FUEL VEHICLE SPECIALIST DEGREE AND CERTIFICATE
This program provides students with knowledge of all operating systems in the modern hybrid and alternative fueled automobile. The emphasis is on the unique characteristics and maintenance issues associated with hybrid and alternative fuel systems and alternative forms of propulsion: Ideal for the small business owner, independent shop, or the dealership career-oriented technician.

Program Student Learning Outcomes: Alternative Fuel Vehicle Specialist Program:
1. **Employability:** Graduates of the Alternative Fuel Vehicle Specialist Program will be well-prepared for employment in the automotive industry.
2. **Industry Skills:** Graduates of the Alternative Fuel Vehicle Specialist Program will have current industry- specific skills related to the safety, operation, service, maintenance and repair of alternative fuel vehicles.
3.   **Alternative Fuel Vehicle Specialist:** Graduates of the Alternative Fuel Vehicle Specialist Program will be able to apply knowledge in the workplace of the different systems of alternative fuel vehicles.
4.   **License Preparation:** Graduates of the Alternative Fuel Vehicle Specialist Program will be qualified to take the related ASE certification exams.

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees:
Students may select either the CSU-GE, IGETC, or local GE pattern to meet general education requirements for the degree. A meeting with a counselor is required to approve the MAP (My Education Plan) for each student.

Alternative Fuel Technician Degree and Certificate of Achievement

Course ID	Course Title	Units	Sequence
AUTO 100	Automotive Fundamentals	3	Year 1, Fall
AUTO 101	Automotive Electrical Systems	3	Year 1, Fall
AUTO 201	Advanced Automotive Electrical	3	Year 1, Spring
AUTO 207	Automotive Engineering Fundamentals	3	Year 1, Spring
AUTO 229	Automotive Diesel Technology	3	Year 2, Fall
AUTO 220	Alternative Propulsion Systems	3	Year 2, Fall
AUT0 231	Hybrid and Electrical Vehicle Technology	3	Year 2, Spring
AUTO 232	Diesel Systems Technology	3	Year 2, Spring
Restricted Electives (as needed for degree)			
AUTO 102	Automotive Engine Performance - Electronics and Ignition Systems	3	Year 2, Fall, Spring
AUTO 103	Automotive Engine Performance - Fuel and Emissions Systems	3	Year 2, Fall, Spring
AUTO 105	Automotive Powertrain	3	Year 1, Fall, Spring
AUTO 106A	Automotive Suspension and Alignment	3	Year 1, Fall, Spring
AUTO 106B	Automotive Brake Systems	3	Year 1, Fall, Spring
AUTO 107	Automatic Transmissions	3	Year 1, Fall, Spring
AUTO 108	Automotive Air Conditioning	3	Year 1, Fall, Spring
AUTO 202	Advanced Engine Performance Diagnosis	3	Year 2, Fall, Spring

AUTO 226	Automotive Service Consultant	2	Year 2, Fall, Spring
AUTO 227	Automotive Service Management	3	Year 2, Fall, Spring
AUTO 228	Advanced Vehicle Performance	1	Year 2, Fall, Spring
AUTO 240	Automotive Lab	3	Year 2, Summer
CWE-180	Cooperative Work Experience - Automotive	1	Year 1 and 2, Fall, Spring

Required Total for Certificate   27

Restricted Electives (as needed) (CSU transferable):   9

Total Units Required for Associate in Science Degree   60

The automotive technology program at Saddleback College has been assessing student learning outcomes (SLOs) to measure the development of our student's knowledge, skills and abilities since early 2009. Every automotive course has five SLOs that are assessed annually. Assessment utilizes a variety of methods such as written and oral testing, hands-on demonstrations in the laboratory and shop environments, as well as guided discussions and projects in the simulated working environment that we have developed.

The program information in the Chancellor's Office curriculum management database can be accessed here.

BIOMEDICAL ILLUSTRATION CERTIFICATE
The goal of the biomedical illustration certificate program is to prepare students to work in the biomedical illustration field. The two-year certificate of achievement combined existing design, illustration, fine art and science courses with two new illustration courses specific to the certificate. The program also provides coursework for professionals interested in upgrading their skills and/or receive certification in the field. The program provides professional/technical classes combined with hands-on experience.

Programs student learning outcomes include:
- **Design Skills** -Students who complete this program will develop fundamental design skills
- **Industry Standard Software** - Students who complete this program will select and use appropriate graphic design software
- **Job Preparation** - Students who complete this program will demonstrate skills typically found in the graphic design field.

The program trains individuals to understand, evaluate, and translate scientific data into visual communication; develop a basic knowledge of anatomy and physiology; develop

traditional and digital illustration and drawing skills; and design, produce, and market scientific and medical illustrations to a broad audience.

Medical illustrations and animations appear in virtually all media markets used to disseminate medical, biological and related information. These can include textbooks and journals, web, television, patient education, museums, veterinary, dental, trade shows, pharmaceutical advertising, and medical illustration used by attorneys and law enforcement to clarify complex medical information for judges and juries. Students completing this certificate will have the foundation skills to work in these industries. The certificate is expected to enroll existing design and illustration students, science students, and students looking to retrain or expand skill sets for new careers, and draw new students to the program.

The program information in the Chancellor's Office curriculum management database can be accessed here.

Biomedical Illustration Certificate

Requirements	Course	Course Title	Units	Sequence
Required Core (29 units)	GD 149	Digital Illustration	3	Year 1 Fall
	ART 80	Drawing I	3	Year 1 Fall
	BIO 20	Introduction to Biology	4	Year 1 Spring
	GD 200	Photoshop Skills for Graphic Designers	3	Year 1 Spring
	GD 150	Digital Animation	3	Year 2 Fall
	ART 85	Drawing from the Live Model I	3	Year 2 Fall
	BIO 113	Human Anatomy and Physiology	4	Year 2 Fall
	GD 199	Digital Illustration II	3	Year 2 Spring
	GD 249*	Biomedical Illustration	3	Year 2 Spring

Required Core Total: 29 units
TOTAL UNITS: 29 units

B.1 Educational Purpose for the Change
Environmental Studies

Students completing the certificate of achievement in water resources and conservation will be able to use their skills in job opportunities that will reach beyond water management. Our advisory committee recommended the development of this program, noting that completers

will be able to work in areas such as agriculture, landscaping and horticulture; architecture and design; construction management; and related fields.

The program curriculum incorporates lecture and lab activities correlated around environmental studies, conservation and monitoring, resource management, and law. To reinforce student learning, students will be required to participate in experiential learning opportunities through internships and apprenticeships.

Automotive Technologies

This new program combines previously existing courses to offer the learner a new job specialization.   This new certificate and degree track will prepare students to work on hybrid and alternative fueled vehicles from major manufacturers such as Kia, Toyota, Honda, Chevrolet, Ford, Mitsubishi, Dodge, and Hyundai.

Graphic Design

Biomedical illustration is a unique discipline combining design, science, art, communication, and media technology. Biomedical illustrators work in a variety of media and industries to create visuals that transform complex information and data into images that explain, inform, and record scientific research and discoveries. In this program, students will combine illustration, drawing, biology, and anatomy studies to gain skills and apply them in the biomedical illustration field. The program combines classroom and laboratory instruction to provide students with a well-rounded preparation in the Biomedical and life science illustration fields. The goal of the program is to train and prepare students for a career in the field as illustrators in various medical, science, and technical presentation areas. Among the applications of target skills are textbooks and journals, web, television, patient education, museums, veterinary, dental, trade shows, pharmaceutical advertising, and medical illustration used by attorneys and law enforcement to clarify complex medical information for judges and juries. Students completing this certificate will have foundational skills to prepare them for entry-level employment in this field.

B.2 Eligibility Requirements, Accreditation Standards and Commission Policies related to Student Learning Programs and Services

Eligibility requirements and evidence that each accreditation standard is met will be discussed in the final section of this proposal.

B.2.1 Evidence that the new program is within the scope of the institutional mission

The water resource and conservation, alternative fuel specialist, and biomedical illustrator programs are consistent with the mission of Saddleback College. See section A.2 for details.

B.2.2 Description of the analysis undertaken to determine need for the new program

Based on recommendations from the advisory committees of the college's CTE programs and related labor market research, the faculty and dean from submitting departments determined that there was sufficient regional workforce demand in the proposed disciplines to start a new program. Other colleges in the region were consulted to ensure that the proposed programs complimented existing offered degrees and certificates in the region and that local workforce needs were addressed, and the programs were endorsed by the regional CTE consortium, LAOCRC.

The analysis and description of the collaboration that promoted the development of the proposed programs was presented in section A.3. The department performed needs assessments based upon discussions with faculty, students and the regional community. LMI data indicate that this program of study would support increasing demand for a skilled workforce in the subject area.

B.2.3 Evidence of official approval by the governing board

All proposed degrees and Certificates of Achievement have been approved by the SOCCCD Board of Trustees:
Water Resources and Conservation - Certificate of Achievement   10/26/2015
Alternative Fuel Vehicle Specialist – Associates of Science degree   05/20/2013
Alternative Fuel Vehicle Specialist – Certificate of Achievement   04/29/2013
Biomedical Illustration Certificate of Achievement   05/16/2016

B.2.4 Evidence of sufficient fiscal and physical resources to support and sustain the new program and an analysis of fiscal impact on the institution's budget as well as plans for sustainability

This program is closely related to the four other Certificates of Achievement that are currently offered and is to be conducted within the same program area. This new area of concentration includes training in hybrid and alternative fueled vehicle maintenance and repair, their electrical and electronic systems as well as associated computer and driveline systems. This is in contrast to but complementary with the other certificates we currently offer: General Automotive Technician, Automotive Chassis Specialist, Automotive Engine Service Specialist, and Automotive Engine Performance Specialist.

The proposed degrees and certificates will share existing resources with the other automotive

programs. Existing classroom and lab facilities can be utilized for additional course offerings. The departments have been allocated growth FTEF, and administration is supportive of offering new classes with low enrollment if required. Advisory partners and grants have provided equipment additions that will augment existing equipment available for instruction in these areas, and the state is investing significant new fiscal resources in the form of Strong Workforce funds to increase CTE program offerings and the number of students served.

As the programs grow and require additional resources, each department will make resource allocation requests in accordance with college process. . Fiscal and physical resources are adequate to offer and grow the proposed programs.

B.2.5 Evidence that the program is designed to meet student needs; description of how outcomes of the new program will be assessed

Environmental Studies

The predictive demographics of the students who may be interested in the water resources and conservation certificate are high school and current college students who are interested in developing a specific focus in environmental studies, based on a survey of students enrolled in environmental studies classes at Saddleback each term beginning summer 2013 through summer 2015. The survey asked what other classes students would like to see us offer, if they would take classes that focused on water resources and conservation, and if they be interested in obtaining a certificate in water conservation. We also did a survey in F13 of water professionals from local water districts if they would be interested in coming to Saddleback for skills upgrade and to earn the American Water Works Association (AWWA) Grade 1 and 2

Water Use Efficiency Practitioner certification.
Water has become a major issue in the state of California and the entire community is interested in developing stronger efforts in water conservation. The program advisory committee further suggested that the community may send existing employees to enhance current skills which would be an effective introduction to achieving the certificate. Regionally, colleges are working together to coordinate program offerings to meet workforce demands for skilled employees.

Course and program student learning outcomes for water resources and conservation will be assessed each year in accordance to the college's SLO review process. SLO assessments results will be recorded in TracDat, the college's system for recording program outcomes and resource allocations, and used in program review. The results will be reported and reviewed by department faculty with their advisory committee in order to determine the program's effectiveness and to determine necessary changes to meet student needs.

Automotive Technologies

While gas powered automobiles continue to be the major segment of the automobile industry,

manufacturers are producing more alternative fuel cars for the global market. Consumers are considering alternative fuel vehicles as viable alternatives which creates a need for automotive technicians who are qualified to repair the cars. Industry advisors have stressed the need for qualified technicians. These advisors assert that they would take as many completers as possible since the market is expected to continue to grow. Regional employers have stated that if our college cannot supply enough trained technicians, they will have to look to other institutions to supply the need.

In an effort to regionalize the instruction in this area, community colleges are collaborating and sharing curriculum with each other. Courses in this degree and certificate are designed to prepare completers for successful industry certifications. Course and program SLOs will be assessed each year in accordance to college policy and recorded in TracDat for tracking and reporting program effectiveness. This information will be used to continue to improve the program and to ensure student success.

Graphic Design

Medical illustrations and animations appear in virtually all media markets used to disseminate medical, biological and related information. These can include textbooks and journals, web, television, patient education, museums, veterinary, dental, trade shows, pharmaceutical advertising, and medical illustration used by attorneys and law enforcement to clarify complex medical information for judges and juries. Industry publications assert that biomedical illustration jobs will continue to be increasing in demand with growth of the biomedical device industry. Our industry advisors encourage the college to develop the program since the region continues to experience significant growth in the industry.

Students completing this certificate will have the foundation skills to work in these industries. The certificate is expected to enroll existing design and illustration students, science students, adults looking to retrain or expand skill sets for new careers, and draw new students to the program. This certificate reflects our program SLO goals: Design Skills - Students who complete this program will develop fundamental design skills; Industry Standard Software - Students who complete this program will select and use appropriate graphic design software; and Job Preparation - Students who complete this program will demonstrate skills typically found in the graphic design field.

B.2.6 Description of how the program will be reviewed compared with other programs, including student achievement, assessment and improvement student learning outcomes (SLOs)

Every other year, through the college's program review process, faculty and staff review qualitative and quantitative data, including SLO assessment results, and identify the successes

and challenges of their programs to consider how they can improve. CTE programs validate their data, trends, and industry need with their program advisory committees. Faculty and staff create plans to be implemented for regular program improvement. Specifics on the process can be found on the college's program review web page. Program reviews are reviewed by the responsible administrator, discussed by the college's Educational Planning and Assessment Committee, and reported out at Consultation Council, the governance body that makes recommendations to the president.

B.2.7 Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed.

Existing faculty created the water resources and conservation curriculum in consultation with industry experts. The college has committed to the sustainability and quality of the program by hiring a full time faculty member who starts in fall 2016.

The automotive faculty have worked closely with industry experts and used grant funding to develop STEM electric car training (see http://www.ocregister.com/articles/college-721007-vehicles-saddleback.html). During summer 2016, the automotive Technology faculty participated in a week long train-the-trainer program entitled STEM and the Electric Car. A consortium of three community colleges and four high schools were trained by the equipment provider using established curriculum in the fundamentals of design and assembly of the electric car. The curriculum included the integration of basic skills such as math, science, reading, and manufacturing.

The graphic design department hired a part time faculty member who specializes in biomedical illustration and full time faculty have been participating in academic conferences in the subject matter.

Professional development funding is available for full-time and part time faculty and classified staff each year. In order to maintain currency in the subject matter, faculty and staff participate conferences and seminars as well as collaboration with the faculty and staff of regional community colleges that have similar programs.

B.2.8 Evidence of sufficient and qualified staff for the program; description of processes for hiring and evaluating staff

As of the fall 2016 semester, Saddleback College will have two full time environmental studies faculty who possess the expertise in the proposed program's subject area, and a part-time lab technician position. The automotive department has two full time faculty, eight part time faculty, and a full time and two part time lab technician positions. The graphics communications department has two full time faculty and a half-time lab technicians.

Lecture and lab courses are consistently taught by instructors who meet the California Community Colleges' Minimum Qualifications for environmental studies instructors (minimum

Qualifications of Faculty and Administrators of the California Community Colleges, p 29; 2014).
Per these requirements applicant must possess:

- Any bachelor's degree and two years of professional experience; OR
- Any associates degree and six years of professional experience; OR
- An appropriate California Community College Credential; OR
- Request equivalency

Full time faculty are hired following a national search following an established Board policy using a screening committee that has at least one discipline expert member. Adjunct faculty are hired from a pool of applicants following an interview by the department chair and dean. Classified employees are hired in accordance with the district classified hiring policy, and lab tech positions are most frequently chaired by the department chair for that position.

Full time faculty are evaluated at least annually using a procedure outlined in the Faculty Master Agreement. A tenure committee is formed that includes discipline faculty if at all possible. Tenured faculty are evaluated every three years by the area dean. Part time faculty are evaluated by the department chair or area dean during their first semester teaching, and subsequently every sixth semester thereafter.

The dean supervises and conducts evaluation of classified employees in accordance with the CSEA agreement. Probationary employees are evaluated twice in their first year, and then annually thereafter. Copies of all evaluations are maintained in the Human Resources Office.

B.2.9 Description of the process for creating and revising curriculum for the program

Saddleback College has strong career technical education programs that prepares students for transfer and jobs into the regional workforce. The faculty, working with industry advisors and other regional community colleges, develop the curriculum using the standard college curriculum approval process as described in the table below. Following initial approval at the local college and regional consortium levels, discipline experts revise/review CTE curriculum every two years as necessary to stay current with industry and educational standards.

Saddleback College Curriculum Development and Review Process	
Responsible Party	**Process**
Faculty member	Initiates new course, course revision, new program, program revision
Department and Division	• All members of the department/discipline and the division dean review and make suggestions for the proposed new course, course revisions, new programs and program revisions (review, update is required at least every five year) • The department chair and discipline expert update curriculum and program

	information in CurricUNET and prepare for technical review if necessary
Technical Review Team	The Technical Review team reviews new and existing courses annually with the department/discipline expert, department chair, division dean, and division senior administrative assistant. The team consists of: • Curriculum Chair • Faculty Curriculum Leads • Articulation Officer • Curriculum Specialists • Division dean, as needed • Department chair • Curriculum proposing faculty, as needed
Curriculum Committee	The Curriculum Committee meets bi-weekly to review and approve new course proposals, course revisions, new program proposals, program revisions, distance education course applications, and graduation requirements. The committee is chaired by a faculty member appointed by the Academic Senate. The committee is comprised of faculty representatives from all academic divisions and faculty curriculum leads who support the college programs during the proposal and review process.
Regional Consortium	Reviews and endorses all CTE program proposals based on evidence of regional need; offers technical assistance as appropriate
Board of Trustees	Curriculum is reviewed and approved at monthly BOT meetings
State Chancellor's Office	Curriculum is submitted to the State Chancellor's Office (CCCCO) for review and approval. New courses cannot be offered before they are approved by the CCCCO

B.2.10 Description of program course requirements

Detailed course requirements have been presented above under program description. The program information in the Chancellor's Office curriculum management database can be accessed here.

The courses that comprise these programs are currently planned to be offered in a face-to-face classroom and laboratory format only. Lectures will be offered in classrooms on campus that seat 35-40 students. The programs also include field studies or hands-on training which will require students to participate in activities the reinforce instruction.

B.2.11 Description of student support services for the program

All proposed programs will have access to all of the support services available at Saddleback College. A comprehensive list and details of these services can be found on the Saddleback College web site, and include orientation, matriculation, educational planning, counseling, financial aid, tutoring, and more.

B.2.12 List of prerequisites and admission requirements

There are no special admission requirements for student registration at Saddleback College, and all college regulations (e.g. matriculation, residency, etc.) apply to all students regardless of where they take courses. Course co-requisites, prerequisites and recommended preparation are shown in the college catalog and enforced for all students.

B.2.13 Evidence of labor market analysis that includes wage/survey data and opportunities for employment

Water Resources and Conservation

According to the EMSI data for Orange County, there are 467 job openings and only 50 completers each year, creating an annual labor market shortage of 417 workers. Therefore, the data indicate that the labor market demand can support the increase in completers in the region. The data also indicate that the labor market demand is so high that the region can accommodate additional completers as the program grows. The median hourly wage in Orange County for entry level positions in water conservation is $14.61/hour.

Alternative Fuel Vehicle Specialist

Regional employers report that the need for skilled mechanics and technicians will continue to rise for the foreseeable future. As new vehicles come on the market, the level of technology that is integrated into the task of driving and all forms of transportation increases at an exponential rate.

EMSI data show that the need for skilled mechanics and technicians will continue to rise for the foreseeable future. As new vehicles come on the market, the level of technology has required technicians to be proficient in math, science and technology. In the region, LMI data suggests an immediate and future need for trained technicians. The median hourly wage in Orange County for entry level positions in alternative fuel technology is $20.37/hour.

Annual Job Openings by Occupation

SOC Code	Occupational Title	2012 Employment	Annual Job Openings*
493023	Alternative Fuel Vehicle Technology/Technician	29,001	1,702

Biomedical Illustration

According to the EMSI data for Orange County, there are 995 job openings and only 402 completers, which results in an annual labor market shortage of 593 workers. Across Orange, San Diego and Los Angeles County there were 1605 openings and only 954 completions. Therefore, the data indicates that the labor market demand can support the increase in completers in the region. The data also indicates that the labor market demand is so high that the region can accommodate additional completers as the program grows. The median hourly wage in Orange County for entry level positions in biomedical illustration is $29.32/hour.

C.   Description of the Planning Process
C.1 Change's relationship to the institution's planning, evaluation and stated mission

The proposed change does not affect the relationship of Saddleback College's planning, evaluation and stated mission and are anticipated to enhance our ability to provide greater student access to workforce preparation.

C.2 Assessment of needs and resources that has taken place

Assessment of needs and resources can be found in the previous section B.2.4.

C.3 Anticipated effect of the proposed change on the institution

With the addition of the proposed degree and certificates, Saddleback College anticipates and increase in student enrollment and workforce preparation while maintaining high quality instruction to support student success. In addition, the program will support local industry by preparing students entering the workforce and upgrading skills of incumbent workers.

C.4 A clear statement of the intended benefits what will result from the change

The **water resources and conservation** certificate will prepare the student for careers in industries that are subject to the management and conservation of water. These industries include agriculture, horticulture and landscape design, construction, and government. This certificate can also be associated with a broader base of study in environmental studies which could be continued at a four-year college.

The **alternative fuel vehicle specialist** certificate or degree will prepare the student for a career

in the maintenance, diagnosis and repair of vehicle and equipment that rely on hybrid power plants and alternative fuels. This certificate or degree will also prepare the student to continue their education at a four-year college. They may choose to study engineering of these vehicles and systems or pursue an education into the manufacturing and development of these vehicle and propulsion systems. Completers may also pursue additional education in business management or accounting in order to develop their own company or facet of the service industry.

The **biomedical illustration** certificate will prepare the student for a career in the biomedical industry as a designer or illustrator. The student will be able to assist designers and engineers in developing graphical drawings of medical equipment and its relationship to the human body. Completers will find jobs in advanced and biomedical device manufacturers, computer imaging and animation, editorial illustration, instructional design, and multimedia. Completers will be able to use learned skills in other areas such as biomedical device engineering and design.

C.5 Description of the preparation and planning process for the change

Description outlining the analysis, preparation, fiscal/physical resources, and other planning processes are found in section B.2.

D.   Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:
D.1 Adequate and accessible student support services

Student who enroll in any of these proposed degree and certificate programs will have access to all of the support services available at Saddleback College. A comprehensive list and details of these services can be found on the Saddleback College web site.

D.2 Sufficient and qualified faculty, management and support staff

Saddleback College is committed to have sufficient and qualified faculty, management, and staff to support the program. Detailed information is provided in section B.2.8.

In addition to a new full time faculty position being allocated to the environmental science program, a 50% automotive lab technician position was increased to full time beginning in fall 2016.

D.3 Professional development for faculty and staff to effect and sustain the change

In addition to the information provided in section B.2.7, Saddleback College provides faculty and staff training that supports development throughout the academic year. The college provides a professional development week just prior to the start of the academic semester. A

detailed list of professional development presentations for each semester is listed on the Saddleback College web page.

D.4 Appropriate equipment and facilities, including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

In addition to college replacement equipment funding, new Strong Workforce funding will be available to provide additional support and creation of CTE pathways with local high schools, purchase new equipment, and can be used to modify instructional facilities as needed. The college will be updating its long term Educational Master Plan and Facilities Master Plan over the next two years, and will review data for these programs as input to that planning process.

D.5 Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The addition of the proposed programs will have a minimal effect on the budget of the college. Courses and labs can be conducted in existing facilities and a significant amount of new funding is available to expand and improve CTE programs. As programs mature, additional resources will be requested through the college resource allocation process.

D.6 A comparable analysis of the budget, enrollment, and resources; identify new or reallocated funds

No new or reallocated funds or resources will be required for the success of these proposed programs over what have already been secured through the resource allocation process conducted as a result of program review last year.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change

Every college program undergoes program review every two years. In addition, labor market data is provided to the Board of Trustees on every CTE program every two years for review and affirmation of program need. The Academic Senate has also created a Program Revitalization Process in which programs that are underperforming can, as part of program review, develop and present a plan for program improvement as part of the annual college planning and resource allocation process.

D.8 Evaluation and assessment of student learning outcomes, achievement, retention, and completion

Every two years, every program is require completion and submit a program review that includes review student achievement data, including, retention and completion; labor market data for CTE programs; tracking of the number of students completing the desired certificate program; and, enrollment analysis, including the examination of FTES trends over time.

At the end of each term students complete a class survey of the faculty and course online or in class. Additionally, faculty assess student learning outcomes (SLO) each term. The outcomes are submitted to the department chair and discussed at faculty team meetings each semester. The analysis informs planning for curriculum and program improvement.

E. Evidence that the institution has received all necessary internal or external approvals, including:

Title 5 requirements set forth by the State Chancellor's office and local standards of curriculum processes set forth by the college Academic Senate and approved through the college's Curriculum Committee, ensure a curriculum whose breadth, depth, and rigor are appropriate to an institution of higher learning. All programs receive regulatory approval by the California Community College Chancellor's Office.

2. **Change in the Nature of the Constituency Served: New Program, New Student Population, and New Instructional Location for Fifty Percent or More of Coursework (Adult Education)**

A. **Proposed Change**
A.1 **Description of the Change**
Saddleback College has historically offered credit and noncredit English as a second language (ESL) and other basic skills courses, primarily no more than 3 levels below college level. It has also offered courses for students with disabilities as credit courses on campus.

As a result of the passage of AB86 in 2013, Saddleback College and its local high school districts have been working to transition programming for adults in lower levels of ESL, citizenship, high school completion or equivalency, and some short term vocational training from the high school districts to Saddleback. A primer on adult education regional planning is available here.

The transition is underway. Adult Education courses in ESL and Citizenship have been developed and offered. Saddleback intends to create and offer courses and certificates in Adult ESL, technology training for disadvantaged adults in the community to prepare them for transition to college level coursework, short term workability and career training leading to employment, and eventually, pre-apprenticeship training activities. These programs will serve students who have not historically attended college programs in large numbers, although we do currently serve them. Students will need to be assessed for placement using instruments not used by community colleges, specifically CASAS, which provides placement at the K-12 grade levels rather than levels below college level.

In addition, because this program has historically been offered in the community, at locations that are available as the handoff between the K-12 districts and Saddleback, and because of currently limited classroom availability on campus because of major construction projects, Saddleback seeks to offer these programs primarily at off-campus sites.

A.2 **Relationship to the Institution's Stated Mission**

The proposed Adult Education programming is consistent with the Saddleback College Mission. We currently serve students who need improvement of basic skills, although this program will provide opportunities for adults who currently perform at lower levels of math and English that we currently serve. The programming is intended to provide entry level job skills leading to employment, which we currently provide. It is our intent to ensure that the noncredit CTE programs developed will be part of a pathway to programs on campus that will allow completers to continue education in their career field to improve their earnings outlook. It will also serve adults with disabilities, which is currently part of our existing programming.

A.3 Rationale for the Change

Since 2013, Saddleback College has been committed to the State of California's AB 86 goal of providing pathways for Adult Education. Saddleback is part of the South Orange County Adult Education Consortium, charged with implementing AB 86 recommendations (AB 104), and funded by the Adult Education Block Grant (AEBG). The AEBG provides funding for Adult Education initiatives over a three-year period, from fall 2015 through spring 2018.

Early in 2014, Dr. Estella Castillo-Garrison, Dean of Saddleback's Division of Community Education, Emeritus Institute, and K-12 Partnerships represented the college in the newly formed South Orange County Regional Consortium (SOCRC) charged with re-envisioning regional Adult Education. Four Program Advisory Groups (PAG), comprised of Saddleback College faculty and K-12 teachers, were formed to consider ways to meet the AB 86 objectives. Discussion with our partner K-12 districts resulted in an agreement to transition adult education programming previously offered by the high school districts and ROP to Saddleback College, with an intent to expand educational programming and services to adults in our community.

B. Program Descriptions

Saddleback faculty developed noncredit AESL and Citizenship courses that were approved in spring 2015. The courses were approved by the State of California in summer 2015 and offered off-campus in fall 2015. AESL curriculum is consistently being evaluated by faculty as they assess student learning outcomes. Courses that have been approved and are being offered include

AESL 701T	BASIC LITERACY- ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 702T	BEGINNING LOW-ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 703T	BEGINNING HIGH-ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 704T	INTERMED. LOW-ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 705T	INTERMED. HIGH-ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 706T	ADVANCED LOW- ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 707T	ADVANCED HIGH-ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE
AESL 708T	CITIZENSHIP PREPARATION - ADULT EDUCATION ESL

In February 2016, two Adult Education ESL (AESL) Certificates of Competency were unanimously approved by the Saddleback College Curriculum Committee, and were submitted to and approved by the SOCCCD Board of Trustees on March 28, 2016. Courses are currently being offered, but will qualify for enhanced funding once submitted to and approved by the CCCCO as certificate programs, which is planned to occur this semester.

Certificate of Competency in Adult English as a Second Language (AESL) – Beginning Level
Proposed catalog description: The Adult Education in English as a Second Language Certificate of Competency – Beginning Level is designed for students to demonstrate basic

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English language skills. The goal of this level is to build reading, writing, listening, speaking, grammar, and vocabulary skills so that students can communicate effectively in everyday situations. Emphasis will focus on comprehending simple conversation, communicating survival needs, reading phrases and simple sentences, and performing communicative written tasks.

Certificate of Competency in AESL – Intermediate/Advanced Level

Proposed catalog description: The Adult Education in English as a Second Language Certificate of Competency – Intermediate-Advanced is designed for students to demonstrate "Advanced Low" English language skills. The goal of this level is to build reading, writing, listening, speaking, grammar, vocabulary and study skills, so that students can continue to communicate effectively in everyday situations, plus develop the language necessary to work toward career, personal and education goals (including preparation for credit courses).

Non-credit AESL Course Proposals Under Development
- AESL Beginning Conversation: A non-credit, open enrollment conversation course in the Adult Education department where students with basic English language skills learn and apply language functions, life skills, conversational skills, pronunciation, and language structures to enhance their ability to converse in American English and orally communicate in survival, work, basic needs, community, educational, and everyday life tasks.
- AESL Pronunciation – Beginning/Intermediate: Using audiotapes and videotapes, especially of speakers of different varieties of English, learners gain meaningful exposure to variation in pronunciation and increase their communicative competence.
- AESL Transition to College: As students approach the end of the current AESL program sequence, they are faced with the choice to continue their education at the college level, enter the workforce, or end their education. This course provides language instruction through the topic of college success skills to assist students in transferring successfully to college courses.
- AESL Transition to Workplace: As students approach the end of the current AESL program sequence, they are faced with the choice to continue their education at the college level, enter the workforce, or end their education. This course provides language instruction through the topic of workplace success skills to assist students in determining, obtaining, and succeeding at a job.

AESL courses are being developed as appropriate to meet the educational and career needs of adult students.

Specialized Non-credit AESL Technology Curriculum

To prepare Adult Education students for transition to coursework at the college level, technology training for new English speakers is currently being incorporated into AESL coursework in the following ways:
- Integrating technology into instructional time

- Scheduling some AESL course time in the computer lab

We have already started providing professional development training in instructional technologies to adjunct faculty to provide them with skills to assist students. In addition, we plan to develop a specialized AESL technology curriculum that will provide our adult students with additional job-readiness skills to fulfill our goal of developing pathways to CTE programs, degree programs, and meaningful career opportunities.

Specialized Curriculum for Adults With Disabilities Under Development

Currently, Saddleback College does not offer any employability or work place skills training for adults with moderate to substantial disabilities. The need for these courses was identified through a cooperative process in partnerships with local high school districts, community partners, and Saddleback faculty. The following courses are being developed based on AB 86 planning efforts:

- SPS 671 Mobility Skills: This course will meet the employability needs of adults with disabilities by addressing the need to able to navigate various transportation options in order to secure meaningful employment.
- SPS 672 Independent Living Skills: This course will meet the employability needs of adults with disabilities by addressing independent living, community living, and academic skills.
- SPS 673 Job Skills: This course will meet the employability needs of adults with disabilities by addressing various job skills, including goal identification, social skills, and job search skills.
- SPS 674 Self Advocacy Skills: This course will meet the employability needs of adults with disabilities through the instruction and training of students in self-advocacy skills in order to promote independence in the community and the workplace.
- SPS 681 Personal Safety: This course will meet the vocational needs of adults with disabilities by supporting the development of necessary work place skills personal and workplace safety as well as danger awareness.
- SPS 682 Personal Budgeting and Basics of Banking: This course will meet the vocational needs of adults with disabilities by supporting the development of financial awareness, including the basics of banking and budgeting.
- SPS 683 Communication on the Job: This course will meet the vocational needs of adults with disabilities by supporting the development of necessary workplace skills.
- SPS 684 Critical Thinking Skills: This course will meet the soft skill/employability needs of adults with disabilities by supporting the development of critical thinking and problem solving skills in real-world situations.

Short-term non-credit CTE Certificates Under Development

The College and Career Advantage program (formerly the South Coast Regional Occupational Center) is a local entity that operates under a joint powers agreement to provide CTE training for CUSD and SVUSD. They have offered the following courses for both high school and adult students for a number of years, and the adult education component is to be transferred to Saddleback College in the Adult Education unit. In partnership with College and Career Advantage, short-term non-credit CTE certificates leading to employments are

being developed in the following program areas:

- Pharmacy Technician: Students learn procedures and techniques used to become a Pharmacy Technician in a hospital or retail setting. Instruction includes types of medications, over-the-counter medications, dosage calculations, labeling prescriptions, pharmacy procedures, HIPPA requirements and IV preparation.
- Dental Assistant/Registered Dental Assistant: Prepares students for a job as a dental assistant in both front and back office. Students learn chair-side assisting in general dentistry procedures. Classroom instruction includes dental terminology, dental x-ray, identification of dental instruments, sterilization procedures and preparation of dental materials, dental billing, and front office procedures.
- Surgical Technologist: Trains students to become a Surgical Technologist working along-side a surgeon in an operating room. Learn instrument tray set-up for various surgeries, back table preparation, techniques and procedures used during surgeries, anatomy and physiology, operating room preparation and instruments.

Pending ongoing review of program demand, market and workforce analyses, and evidence of unmet need, Saddleback Adult Education plans to develop additional short-term, non-credit CTE programs in cooperation with our community/industry partners that lead to existing CTE programs at Saddleback College and/or workforce opportunities.

B.1 Educational Purpose for the Change

This proposed program will permit Saddleback Adult Education to fulfill its part of the college mission and its commitment to meeting the goals and requirements stated in AB 86, and funding for regional consortia provided in AB 104, the Adult Education Block Grant (AEBG): To create and implement a plan to better provide adults in its region with all of the following:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.
3. Education programs for adults with disabilities.
4. Short-term career technical education programs with high employment potential.
5. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

These programs are focused on adults who have not traditionally attended community college, with some curriculum at a lower level of academic ability than previously served. This is in line with the college equity plan, intended to provide education and services for populations of students who need help achieving their academic goals.

Because of campus facility constraints, the availability of off-campus facilities, and to

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eliminate transportation barriers for disadvantaged students in our community, we seek establishment of programs where 50 percent or more of course requirements may be completed at an off-campus location.

B.2 Eligibility Requirements, Accreditation Standards and Commission Policies related to Student Learning Programs and Services

Eligibility requirements and evidence that each accreditation standard is met will be discussed in the final section of this proposal.

B.2.1 Evidence that the new program is within the scope of the institutional mission

Adult Education programs directly support the mission of the college. These programs are designed to provide basic skills in math, English, and reading to a population we currently serve, but at lower beginning levels than currently served with our existing curriculum in basic skills development. The CTE courses and programs to be developed are designed to provide entry level skills leading to employment and CTE programs that will provide opportunities for career advancement. Both basic skill development and job training are clearly within the scope of the community college charge, and are described in the Saddleback College mission.

B.2.2 Description of the analysis undertaken to determine need for the new program

The immigrant and English-learner population in south Orange County has increased in recent years, while local Adult Education providers have experienced huge cuts during a statewide recession and budget crisis. In its "Regional Comprehensive Plan 2015," the AB86 South Orange County Regional Consortium states that there are 382,000 English-language learners in the South Orange County community who need educational services. With the major program reductions that started in 2008/09, it was determined that current programs are inadequate to serve the large numbers of English learners in South Orange County, particularly low-income, low-skilled Hispanic students. AESL programs address this current need by serving this population segment effectively and helping adult students achieve their goals. CTE programs address the needs of adults who are seeking skills that offer enhanced career potential and improved quality of life.

Dr. Castillo-Garrison serves as Co-Chair of the South Orange County Regional Consortium charged with implementing AB 86 recommendations (AB 104) with funding from the Adult Education Block Grant (AEBG). State funding is committed for a three-year period, from fall 2015 through spring 2018 at this time, with the anticipation of ongoing funding based on attainment of positive outcomes.

Moving forward, Adult Education efforts will be focused on growth, program enhancements, and continuing to meet the needs of adult learners. According to current labor market data, strong job growth in the proposed health careers is favorable through 2025 regionally.

B.2.3 Evidence of official approval by the governing board

AESL courses were approved by the college Curriculum Committee and the Board of Trustees on May 18, 2015. Two Adult Education ESL (AESL) Certificates of Competency were approved by the SOCCCD Board of Trustees on March 28, 2016.

B.2.4 Evidence of sufficient fiscal and physical resources to support and sustain the new program and an analysis of fiscal impact on the institution's budget as well as plans for sustainability

The college has committed resources to develop and administer this program through creation of a new division which houses it. As with the development of AESL, college faculty have the option of developing their own noncredit curriculum and offering it in coordination with the adult education unit, or having the curriculum developed and offered through the Division of Community Education, Emeritus Institute, and K-12 Partnerships, as the ESL faculty decided.

The division has been allocated growth FTEF, and administration is supportive of offering new classes with low enrollment if required. K-12 partners and have provided the following facilities, staff, and other resources to facilitate the transition of adult education from the high school districts to Saddleback College.

SADDLEBACK ADULT EDUCATION PARTNERS
- Capistrano Unified School District, 33122 Valle Road, San Juan Capistrano
- Saddleback Valley Unified School District, 25631 Peter A. Hartman Way, Mission Viejo
- College And Career Advantage (formerly South Coast ROP), 31522 El Camino Real, San Juan Capistrano
- Orange County Department of Education, Division of Alternate Schools, 31522 El Camino Real, San Juan Capistrano
- Goodwill of Orange County, 410 N. Fairview St., Santa Ana

CAPISTRANO UNIFIED SCHOOL DISTRICT PARTNER SITES
Saddleback Adult Education SJC, 31431 El Camino Real, San Juan Capistrano, CA 92675, on the Capistrano Adult School campus
- Facility Resources include: Office/Reception area; teacher resource area; library; computer labs; print/mail room; tutoring center; teacher technologies, including projector docks, computer stands, white boards, etc.
- Programs include: CTE non-credit and credit certificate programs; HSD; HSE examinations (HiSet Test Proctoring Services); ESL/Citizenship courses
- Other Services include: Rotating Student Services, including Counseling Services and Workshops; Tutoring Services

College and Career Campus, 31522 El Camino Real, San Juan Capistrano, CA 92675, in partnership with College And Career Advantage, 5.6 miles south of Saddleback College,

nine minutes travel time by car in moderate traffic.

- Facility Resources include: partner offices; CTE specialized laboratories and equipment.
- Programs include: CTE non-credit and credit certificate programs; HSD; HSE examinations (HiSet Test Proctoring Services); ESL/Citizenship courses
- Other Services include: Rotating Student Services, including Counseling Services and Workshops; Tutoring Services

Other Teaching Sites

- Arroyo Vista Elementary School, 23371 Arroyo Vista, Rancho Santa Margarita
- Concordia Elementary School, 3120 Avenida Del Presidente, San Clemente
- Hidden Hills Elementary School, 25142 Hidden Hills Road, Laguna Niguel
- Oak Grove Elementary School, 22705 Sanborn, Aliso Viejo
- RH Dana Elementary School, 24242 La Cresta Dr., Dana Point
- Viejo Elementary School, 26782 Via Grande, Mission Viejo
- Programs include: ESL/Citizenship Courses; HSE

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT PARTNER SITES
Saddleback Adult Education MV, 25632 Peter A. Hartman Way, Mission Viejo, CA 92691
on the Silverado High School campus

- Facility Resources include: Office/Reception area; teacher resource area; tutoring center
- Programs include: ESL/Citizenship Courses; Adult Basic Education (ABE; Basic Skills); HSE
- Other Services include: Rotating Student Services, including Counseling Services and Workshops; Tutoring Services; Bookstore
- Programs include: ESL/Citizenship courses; HSE and HSE examinations (HiSet Test Proctoring Services)

COMMUNITY PARTNER SITES
Iglesia Park Community Center, 24671 Aliso Viejo

- Programs include: ESL/Citizenship Courses

B.2.5 Evidence that the program is designed to meet student needs; description of how outcomes of the new program will be assessed

Data from the K-12 districts on adult education was used in the planning of Saddleback's intended course and program offerings. AESL and Citizenship curriculum was modeled after that used by our partners, but modified by Saddleback faculty based on their expertise teaching the subject matter. Forums and information sessions were held in the community to get feedback from potential students. A plan was developed and submitted to the state in response to AB 86 and later AB 104 for the southern part of the Adult Education South Orange County Regional Consortium.

Existing AESL coursework was developed by a faculty member hired to teach AESL, originally from the adult education unit of a partner high school district. She worked with college ESL faculty in the design of curriculum. Much of the college is engaged in planning courses and programs for the future. The Economic and Workforce Development unit has provided labor market demand data for a number of potential job training areas for campus discussion, and there is a desire to provide training in areas where adults can get a job and then continue to advance in their career through additional training provided in on-campus programs.

Each course has student learning outcomes that are assessed by faculty as part of a continuous quality improvement effort. All programs undergo program review every two years as a college mandate. In addition, because of AEBG funding, there are mandated reports to the state that are compiled into reports for the legislature.

The state is still identifying how these programs will be evaluated. At present, retention, persistence, and advancement in course levels are what we have available. AESL courses are open entry, open exit, so a student can be moved to a more advanced class whenever they can demonstrate mastery of content in the course they are enrolled in. Basic skills outcomes that are used in the CCCCO Report Card do not currently include noncredit students, so there is dialog at the state level as to the appropriate metrics to demonstrate outcomes.

B.2.6 Description of how the program will be reviewed compared with other programs, including student achievement, assessment and improvement student learning outcomes (SLOs)

Saddleback's noncredit ESL program shares some similarities to AESL, and AESL provides language development at a significantly lower level. The student learning outcomes at the course and program level are more basic than the college ESL courses, and ESL can be taken as a noncredit offering or for credit. Work has been done between departments to develop the curriculum to at levels that prepare students for the ESL courses we offer, and students will be assessed using CASAS both pre- and post- AESL coursework to help assess the effectiveness of the new curriculum. A dedicated portion of AEBG funding must be spent on assessment of outcomes.

Every other year, through the college's program review process, faculty and staff review qualitative and quantitative data, including SLO assessment results, and identify the successes and challenges of their programs to consider how they can improve. CTE programs validate their data with their program advisory committees. Faculty create plans to be implemented for regular program improvement. Specifics on the process can be found on the college's program review web page. Program reviews are reviewed by the responsible administrator, discussed by the college's Educational Planning and Assessment Committee, and reported out at Consultation Council, the governance body that makes recommendations to the president.

B.2.7 Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed.

Professional development funding is available for full-time and part time faculty. In order to maintain currency in the subject matter, faculty and staff participate conferences and seminars as well as collaboration with the faculty and staff of regional community colleges that have similar programs. A portion of AEBG funding must be used on professional development within the region.

B.2.8 Evidence of sufficient and qualified staff for the program; description of processes for hiring and evaluating staff

One full time temporary AESL faculty member was hired last year and another for the 2016-2017 year to develop curriculum, serve as liaison to the colleges existing ESL program, assess student learning outcomes and plan program improvements, and conduct program review. The unit submitted two new full time faculty position proposals through the college process to try to secure a tenure-track position for 2017-2018.

The Adult Education unit has secured an associate director position and several staff positions to secure facility use agreements for off-campus teaching sites and coordinate adult education college-wide and provide services to students and faculty at off campus locations. These are in the process of filled. The processes for hiring and evaluation staff are described fully in section 1, B.2.8. See also C5 for specific positions that have been created.

B.2.9 Description of the process for creating and revising curriculum for the program

The college curriculum and development process are described under section 1, new programs, B.2.9.

B.2.10 Description of program course requirements

Complete course outlines for existing courses are provided here. They outline the course content and learning objectives and outcomes required for each course.

B.2.11 Description of student support services for the program

Students at off-campus locations enrolled in adult education courses and programs will have access to registration assistance through CCCApply, college orientation, which is online, and placement testing on-site. We are working to develop academic plans for adult education programs, and will then be able to offer full matriculation services. Staff and computers are available at the off-campus sites to help students with the CCCApply process. Academic counselors will be available on site beginning in fall 2016. Students taking only noncredit courses are not eligible for financial aid, but we are working to make classroom texts and materials available to students at little or no cost. Off-campus student are not charged a

student health services fee, so they are not currently eligible to receive these services unless that are taking an on-campus class as well. Beginning in fall 2016, free tutoring will be available to students on site. More detailed information is provided in section D.1, below.

B.2.12 List of prerequisites and admission requirements

There are no special admission requirements for student registration at Saddleback College, and all college regulations (e.g. matriculation, residency, etc.) apply to all students regardless of where they take courses. Students are assessed for placement in AESL using the CASAS placement exam. Course co-requisites, prerequisites and recommended preparation for all courses are shown in the college catalog and enforced for all students.

B.2.13 Evidence of labor market analysis that includes wage/survey data and opportunities for employment

EMSI data for the second quarter, 2016, is provided below, and supports the labor market need for the proposed CTE programs. Data on additional high demand fields has been presented to faculty for their consideration of new noncredit CTE program development leading to entry level employment and further career training in existing programs.

Dental Assistant
According to the 2016 EMSI data for Orange County, there are 305 job openings and only 62 completers each year, including those from the College and Career Advantage program, creating an annual labor market shortage of 243 workers. Therefore, the data indicate that the labor market demand can support the increase in completers in the region. The data also indicate that the labor market demand is so high that the region can accommodate additional completers as the program grows. The median hourly earnings was $16.28/hr. (national average $17.16/hr.); the 75th percentile earnings was $20.48/hr. in Orange County. An 18% job growth rate is projected for Orange County between 2016 and 2025 (14.3% nationally).

Pharmacy Technician
According to the 2016 EMSI data for Orange County, there are 230 unique job openings and only 116 completers each year, including those from the College and Career Advantage program, creating an annual labor market shortage of 114 workers. The data indicate that the labor market demand can support the increase in completers in the region. The median hourly earnings was $17.73/hr. (national average $14.61/hr.); the 75th percentile earnings was $23.28/hr. for Orange County. An 11.7% job growth rate is projected for Orange County between 2016 and 2025 (11.3% nationally).

Surgical Technologists
According to the 2016 EMSI data for Orange County, there are 96 job openings annually, and only 70 completers each year, including those from the existing College and Career Advantage program, creating an annual labor market shortage of 26 workers. The data indicate that the labor market demand can support the increase in completers in the region. The median hourly

earnings was $26.74/hr. (national average $21.40/hr.); the 75th percentile earnings was $30.45/hr. for Orange County. An 18.2% job growth rate is projected for Orange County between 2016 and 2025 (13.7% nationally).

C.   Description of the Planning Process

Since 2013, Saddleback College has been committed to the State of California's AB 86 goal of providing pathways for Adult Education. Early in 2014, Dr. Estella Castillo-Garrison, Dean of Saddleback's Division of Community Education, Emeritus Institute, and K-12 Partnerships represented the college in the newly formed SOCRC charged with re-envisioning Adult Education. Four Program Advisory Groups (PAG), comprised of Saddleback College faculty and K-12 teachers, were formed to consider ways to meet the AB 86 objectives.

C.1 Change's relationship to the institution's planning, evaluation and stated mission

The proposed change does not affect the relationship of Saddleback College's planning, evaluation and stated mission and are anticipated to enhance our ability to provide greater student access to workforce preparation. The changes increase the number of low-income, disadvantaged students that we serve, in alignment with our current equity plan.

C.2 Assessment of needs and resources that has taken place

The regional adult education consortium has been highly effective at identifying needs and leveraging resources to meet those needs. The partnership that Saddleback has built with its K-12 high schools and ROP has encompassed many areas of which adult education is one, but the intensity of this work has forged an alignment of purpose that has been transformational to our partnership. We are now sharing facilities, staff, equipment, and other resources in a way that has never been done historically, for the good of our students and community.

C.3 Anticipated effect of the proposed change on the institution

The addition of non-credit Adult Education programming benefit to Saddleback College though enrollment growth and pathways between the adult education students and our on-campus programs. Adult Education non-credit courses add a new dimension to College offerings that will meet the needs of a growing segment of the population in our service area. Funding coming from a variety of sources means that these benefits come at little cost to the general fund.

C.4 A clear statement of the intended benefits what will result from the change

Since the launch of Saddleback Adult Education, more than 2,100 students have enrolled in AESL/High School Equivalency (HSE) classes. Transitioning Adult Education programming from our partner K-12 districts to the college is expected to result in pathways for completers to transition to jobs and instructional programs on campus that provide further career or transfer preparation.

C.5 Description of the preparation and planning process for the change

One of the first steps enabling this seamless transition was establishing a partnership with our college's ESL department within the Division of Liberal Arts. With the assistance and approval of Liberal Arts, and with first-year funding assistance from the college's Student Equity Plan (SEP), we were able to hire a full-time faculty member (Associate Faculty, ESL; Adult Education ESL Coordination) to establish an important bridge between ESL and Adult Education non-credit ESL (AESL). In addition, to date, more than 30 qualified instructors have been hired into the Adult Education AESL part-time faculty pool.

Ten High School Equivalency (HSE) presenters have been hired to date. Additional off-site office staff have also been hired to support the program at our off-site locations, including maintenance and security, reception, assessment, HiSET testing, and clerical support staff. Memoranda of Understanding are also in place with our partner districts, which allow for shared office staff and facilities. In addition, the program will support local industry by preparing students entering the workforce and upgrading skills of incumbent workers.

An additional High School Diploma (HSD) instructional program is provided by the Orange County Department of Education, and does not require enrollment at Saddleback College.

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

D.1 Adequate and accessible student support services

Adult education students will have access to all student services provided on campus, as well as program specific services. AB 104 funding, intended to be ongoing, will be used to provide both some of these services.

Saddleback Adult Education has contracted with CASAS (Comprehensive Adult Student Assessment Systems) to assure proper placement of adult learners entering our AESL program. In addition to certifying basic skills attainment, CASAS measures learner progress on a standardized scale that ranges from the lowest literacy skills to high school exit and transition to post-secondary education and training. Tests are written to reflect everyday situations related to life and work.

A two-pronged counseling initiative is underway which will offer AESL students dedicated counseling support: counselors will be available at Adult Education sites when classes are being held; the college has also assigned two ESL counselors to help AESL students transition to college-level ESL.

Lack of childcare during classes has been identified as a barrier for community members seeking Adult Education/ESL classes. Age-appropriate furniture, equipment, and supplies have been purchased, and a designated space has been secured at Saddleback Adult Education SJC. We are working with our partners to facilitate childcare/babysitting services at other sites where need is evident.

Disabled Students Programs and Services will be offered as part of the educational programming, and a DSPS counselor will be made available either on campus or at an off-site location (to be determined, as we are still in the curriculum development and contract procurement process). Contractors may be used to provide services that college does not have capacity to at this time.

In spring 2016, Saddleback College Adult Education partnered with the Saddleback College Tutoring Center to launch a pilot tutoring program on the Mission Viejo (Silverado High School) campus, with intent to fully integrate tutoring services in fall 2016 at both Mission Viejo and San Juan Capistrano Adult Education sites. ESL Tutors are recruited from the College Tutoring Center, and from the AESL part-time faculty pool (substitute and unassigned faculty). In addition, assigned AESL faculty may work in the tutoring center for up to 4 hours per week during the regular semester without exceeding the maximum (10) Lecture Hour Equivalent (LHE) for part-time Associate Faculty.

Tutoring assistance includes vocabulary; spelling; pronunciation; grammar; writing; reading; conversation; life skills; test preparation; test review; and citizenship. The AESL tutoring program is comprised of:

- Tutoring Referral: AESL instructors recommend tutoring by: (a) checking the box on a student's Registration Placement Form at the same time they are recommending their student's progression to the next AESL level; (b) filling out the newly developed AESL Referral to English Language Tutoring form.
- Embedded Tutoring: An embedded tutor works directly in the AESL classroom helping students individually or in small groups. An embedded tutor can work in the classroom for up to two hours per week. Embedded tutors may be especially recommended for multi-level classrooms.
- One-On-One Tutoring: Students make appointments to meet with an ESL tutor. Students may take advantage of two 30-minute sessions per week.
- Conversation Groups: Led by trained ESL/AESL faculty.

HiSET Testing: Saddleback College Adult Education launched a HiSET (High School Equivalency Test) testing site in March 2016 at Saddleback College's main campus. Computerized HiSET testing will be launched this fall at Saddleback Adult Education's San Juan Capistrano site. The curriculum and program are offered by the Orange County Department of Education online to students; Saddleback provides the testing service for students in our service area.

Community Outreach and Recruitment: Outreach staff provide one-on-one application and

registration assistance, with ongoing support from the college's office of Admissions and Records.

Campus Bookstore: Beginning in fall 2015, we mapped out an agreement with the Saddleback College campus bookstore which allows our Adult Education students to purchase textbooks at off-site teaching locations.

D.2 Sufficient and qualified faculty, management and support staff

Saddleback College is committed to have sufficient and qualified faculty, management, and staff to support the program**.** To date, more than 30 qualified instructors have been hired into the Adult Education AESL adjunct faculty pool. In addition, as of summer 2016, 10 HSE presenters have been hired. Additional office staff support the program at our off-site locations, including maintenance and security, reception, assessment, and clerical support staff. Memoranda of Understanding (MOU) with our K-12 districts and other community partners also allow for shared office staff and facilities.

Adult education faculty must meet minimum qualifications in accordance with the California State Chancellor's Office. AESL adjunct faculty who do not meet minimum qualifications are subject to equivalency review, which is carried out by the Saddleback ESL department chair.

D.3 Professional development for faculty and staff to effect and sustain the change

In addition to AESL new faculty orientation sessions held before the beginning of each term, Adult Education provides monthly professional development sessions for AESL Faculty during spring and fall semesters. In addition, faculty are encouraged to take advantage of professional development opportunities offered by other sources, and are eligible to apply for Academic Senate Faculty Development Funding. Professional development sessions for High School Education (HSE) presenters will begin in July 2016. Additional professional benefits include:
- Academic Senate Professional Development Funds for Faculty and Staff
- Faculty Center for Student Success: provides faculty with ongoing resources and training, providing useful information about enrollment management tools, Blackboard, MySite, campus services and more.

D.4 Appropriate equipment and facilities, including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

Saddleback College Adult Education is contracting with Administrative Software Applications, Inc. (ASAP) to bring consistency to the AESL enrollment process through a new web-based system. ASAP has been the preferred registration platform for Adult Education classes at both of our partner districts.

D.5 Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The AEBG provides funding for Adult Education initiatives over a three-year period, from fall 2015 through spring 2018, and continued funding is expected. In addition to AEBG funds, Adult Education programs are supported by SOCRC Maintenance of Effort (MOE) funds, SOCRC allocations, and other leveraged partnership resources.

D.6 A comparable analysis of the budget, enrollment, and resources; identify new or reallocated funds

The Division of Community Education, Emeritus Institute, and K-12 Partnerships completes a budget and enrollment analysis as part of its Administrative Unit Review. Adult Education, like all college departments, will also complete the required Program Review in accordance with college guidelines and annual calendars. AEBG annual reporting requirements include an Annual Plan, AESL data collection, and Data and Accountability reporting.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change

Program Review and assessment of student learning outcomes are required of all programs. Analysis of data guides planning to improve and strengthen programs. Since the launch of Saddleback Adult Education, more than 2,100 students have enrolled in non-credit AESL/HSE classes.
- Fall 2015: AESL classes enrolled 399 students in 12 sections.
- Spring 2016: AESL classes enrolled 532 students in 16 sections.
- Summer 2016: As of June 22, AESL classes enrolled 518 students in 14 sections.
- Fall 2016: 30 AESL sections scheduled.

D.8 Evaluation and assessment of student learning outcomes, achievement, retention, and completion
Course student learning outcomes have been developed and are being assessed. In addition, Saddleback Adult Education has contracted with CASAS (Comprehensive Adult Student Assessment Systems) to assure proper placement of adult learners entering our AESL program. In addition to certifying basic skills attainment, CASAS measures learner progress on a standardized scale that ranges from the lowest literacy skills to high school exit and transition to post-secondary education and training. Tests are written to reflect everyday situations related to life and work.

Every two years, every program is require completion and submit a Program Review that requires review student achievement data, including, retention and completion; labor market data for CTE programs; tracking of the number of students completing the desired certificate program; and, enrollment analysis, including the examination of FTES trends over time.

At the end of each semester students complete a class survey. Additionally, faculty measure student learning outcomes (SLO) for effectiveness each term. The outcomes are submitted to the department chair and discussed at faculty team meetings each semester. The analysis informs planning for curriculum and program improvement.

E. Evidence that the institution has received all necessary internal or external approvals, including:

All Saddleback College courses are first approved by the Curriculum Committee and then by Academic Senate. Afterward, they are forwarded to the college president for review, then to the chancellor for review, and finally to the Board of Trustees for review and final approval. All courses are then submitted to the California Community Colleges Chancellor's Office for approval. We receive a control number for each course and program, and these are reflected in the CCCCO curriculum inventory.

3. Change in the Nature of the Constituency Served: New Instructional Location for Fifty Percent or More of Coursework

A. Proposed Change

The purpose of this substantive change proposal is to request approval for Saddleback College to offer classes that constitute at least fifty (50) percent of the coursework in the Human Services (HS) Mental Health Worker (MHW) Certificate Program, a CTE program, at Pacific Clinics Recovery Education Institute (REI) campus. REI is located at 401 S. Tustin Street, Orange, California 92866.

In 2012, Saddleback College's Division of Health Sciences and Human Services was invited by Pacific Clinics, a long-time community-partner, to offer for-credit courses of its existing MHW Certificate program at REI. Saddleback requested and was provided an MOU to offer these courses in Rancho Santiago College's service area. The Saddleback College MHW certificate and degree program is the only MHW program offered in Orange County.

A.1 Description of the Change

At REI's request, Saddleback College initially offered five (5) for-credit Human Services Mental Health Worker Certificate courses for two academic years for students registered with REI. Historical course offerings:

Saddleback College MHW Related Course Offerings at Pacific Clinics Recovery Education Institute				
Academic Year	**Fall**	**Spring**	**Summer**	**Total Courses**
2012 - 2013	2	3	0	5
2013 - 2014	3	2	0	5
2014 - 2015	3	3	2	8
2015 - 2016	3	3	2	8
2016 - 2017	3	Tentatively (3)	Tentatively (2)	Projected - 8

Through the Orange County Health Care Agency, the Clinics-administered Recovery Education Institute (REI) works in collaboration with Saddleback and Santa Ana Colleges to help put persons with "lived experience" of mental illness (which can also include family members) on a path to gaining their Associate of Arts or other educational degree in the mental health or other fields. The REI program offers five components: (1) Workshop courses; (2) Prevocational courses; (3) College-credit courses; (4) Extended education courses; and (5) Student advisement. See http://www.pacificclinics.org/training for additional information on this organization.

Through the partnership with REI, students who enroll in Saddleback classes offered at REI must meet eligibility requirements and must be: age 18 or older, and reside in Orange County, a behavioral health consumer and/or family member. While classes are not open to those who do not meet these requirements, the same classes are offered at Saddleback College with open

enrollment. Students who take classes at REI, however, have their registration fees paid by REI unless they qualify for a BOG fee waiver; the college invoices REI each semester for these fees. The first year of course offerings proved to be a success based on student enrollment, student surveys, interests and requests for additional Saddleback courses. Thus, the collaborative engagement continued and developed. Beginning in the 2014-2015 academic year the course offerings increased by 62.5%, resulting from adding course offerings in the summer terms.

A.2 Relationship to the College Mission

Consistency with the college's mission, as noted in the 2015-2016 college catalog, is evidenced by the implementation and growth of 'high-quality' course offerings at REI where students are able to complete the Human Services Mental Health Worker Certificate Program.

The collaborative partnership enriches the community and supports Saddleback College's mission by offering quality post-secondary education to students who might otherwise not have access or feel comfortable enough to pursue a college education. The collaboration with REI clearly serves to foster access to nontraditional students as well as student learning and success.

A.3 Rationale for the Change

Changes to the Human Services Mental Health Worker program were not required. Saddleback College offers the only for-credit mental health worker certificate program with an experiential learning component in all of Orange County. The collaboration with REI is an opportunity for growth and to demonstrate the characteristics of the college's Mission Statement. The provision of the MHW Certificate program at REI is meeting a need of educational opportunities and the need to increase the behavioral health workforce, especially with individuals who have experienced or live with behavioral health issues. Permission to offer the program at REI, in Rancho Santiago's Community College District, was sought and granted. There is no competition with any other college.

The substantive change is based on fifty-percent (50%) or more of the MHW Certificate courses offered at REI. No changes were made to the educational program or the mode of delivery, which is didactic and experiential.

B.   Program Description

The Human Service department designed the Mental Health Worker program to educate students to understand cultural competency skills needed to work with clients and family members as part of the public mental health labor force. It will teach students how to acquire benefits, and introduce students to the recovery model, co-occurring disorders and integrated services, as well as early identification of mental illness and evidence-based practices.

B.1 Educational Purpose for the Change

This off-campus offering of an existing certificate program was proposed by advisory committee members to meet an expressed need in the community. It allowed Saddleback College to expand a program that provides experiential training in a program area that has far more demand for workers than are currently being prepared in Orange County.

B.2 Eligibility Requirements, Accreditation Standards and Commission Policies related to Student Learning Programs and Services

Eligibility requirements and evidence that each accreditation standard is met will be discussed in the final section of this proposal.

B.2.1 Evidence that the new program is within the scope of the institutional mission

There has been no modification of the program curriculum or delivery mode, and the program continues to be offered on campus. This change is to offer existing courses and certificate program 100% at an off-campus site in addition to continued offering of the program on campus. The student population at the off-campus site is the same population served in the on-campus program, but is intended to increase access for students who might not attend classes on campus because of the distance or their comfort level.

B.2.2 Description of the analysis undertaken to determine need for the new program

Prior to the implementation of offering courses at REI in fall 2012, numerous meetings and discussions with Pacific Clinics and Saddleback College administrators, faculty, and staff took place to assess the need and benefits for Saddleback's participation in providing for-credit course offerings of the MHW Certificate Program at REI. As previously noted, Saddleback College offers the only for-credit, experiential-based Mental Health Worker Certificate Program in Orange County. It was concluded that a need existed for such a program – to provide students with a vocational-educational opportunity in a growing behavioral health industry and to ultimately increase the workforce in the field of behavioral health.

The catalog provides information about the certificate intent, requirements, and student learning outcomes.

Mental Health Worker Certificate of Achievement
The Human Service department has designed the Mental Health Worker program to educate students to understand cultural competency skills needed for clients and family members to enter the public mental health labor force. It will teach students how to acquire benefits, and introduce students to the recovery model, co-occurring disorders and integrated services, as well as early identification of mental illness and evidence-based practices.

Program Student Learning Outcomes
Students who complete this program will be able to:
- Demonstrate multiple approaches in their work with the mental health and co-occurring populations.
- Impart appropriate intervention practices to use with individuals and families impacted by mental health and/or co-occurring disorders.
- Use Human Services behavioral core, skills training and experiential learning in field work settings.

Required Courses:
   CWE 180 - COOPERATIVE WORK EXPERIENCE - MENTAL HEALTH 2 Units *†
   HS 100 - INTRODUCTION TO HUMAN SERVICES 3 Units
   HS 120 - HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT 3 Units
   HS 131 - MULTICULTURAL AND DIVERSE POPULATIONS IN THE UNITED STATES 3 Units
   HS 140 - GROUP LEADERSHIP AND GROUP PROCESS 3 Units
   HS 174 - CASE ADMINISTRATION, CRISIS INTERVENTION AND REFERRAL 3 Units
   HS 176 - CO-OCCURRING DISORDERS 3 Units *
   HS 177 - FAMILY DYNAMICS OF ADDICTION AND ABUSE 3 Units
   HS 220 - BENEFITS AND ENTITLEMENT 3 Units
   HS 285 - ETHICAL ISSUES AND CLIENT'S RIGHTS 3 Units
   Total Units for the Certificate: 29
   *Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.
   †Recommended to be taken in last semester of program.

B.2.3 Evidence of official approval by the governing board

All proposed degrees and Certificates of Achievement have been approved by the SOCCCD Board of Trustees.

B.2.4 Evidence of sufficient fiscal and physical resources to support and sustain the new program and an analysis of fiscal impact on the institution's budget as well as plans for sustainability

The division has been allocated growth FTEF and supply allocations have been adjusted based on FTES generation for the division. There is no lab equipment used in instruction of this program.

B.2.5 Evidence that the program is designed to meet student needs; description of how outcomes of the new program will be assessed

The program is designed to prepare students to work as counselors in the mental health field. The competencies required were identified through work with professionals in the industry, and an experiential component added to the more traditional program curriculum. Students

complete internships with and are frequently hired by advisory committee members, who provide feedback on the skill levels they see in our graduates.

B.2.6 Description of how the program will be reviewed compared with other programs, including student achievement, assessment and improvement student learning outcomes (SLOs)

Every other year, through the college's program review process, faculty and staff review qualitative and quantitative data, including SLO assessment results, and identify the successes and challenges of their programs to consider how they can improve. CTE programs validate their data with their program advisory committees. Faculty create plans to be implemented for regular program improvement. Specifics on the process can be found on the college's program review web page. Program reviews are reviewed by the responsible administrator, discussed by the college's Educational Planning and Assessment Committee, and reported out at Consultation Council, the governance body that makes recommendations to the president.

The Human Services Program holds annual advisory meetings with its community partners to gauge the labor market trends, among other related areas. Ongoing collaboration with community partners is maintained throughout the year including collaboration and coordination of internship placements. Through this process educational, knowledge, skills and employment needs and trends are consistently assessed. Student evaluations are disseminated each semester and resulting data is included with assessing the overall effectiveness of the program offered at REI.

B.2.7 Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed.

Saddleback College faculty participate in Faculty Development Workshops each semester and engage in industry-related professional development workshops, seminars, and conferences throughout the year. REI staff engage in professional development activities through the Pacific Clinics Training Institute located in Pasadena, CA.

There is mutual engagement of REI staff and Saddleback College faculty in professional development through the annual Saddleback College HS Advisory Committee Meetings; workshops and other events offered by the respective institutions.

B.2.8 Evidence of sufficient and qualified staff for the program; description of processes for hiring and evaluating staff

All Saddleback courses offered at REI are taught by Saddleback faculty under the leadership of the Dean of Health Sciences and Human Services, who provides clerical support for the programs housed in the division. Kim Branch-Stewart was hired full time in 2010 to develop the instructional programs in the Human Services department. Based on program growth and evidenced need, a second full time instructor, Sean Osborne, was hired in 2014. Associate

faculty who meet minimum qualifications are hired by the college on an as-needed basis following an interview with the department chair and dean; the Human Services department currently employs eleven associate faculty.

Full time faculty are evaluated at least annually using a procedure outlined in the Faculty Master Agreement. A tenure committee is formed that includes discipline faculty if at all possible. Tenured faculty are evaluated every three years by the area dean.

Part time faculty are evaluated by the department chair or area dean during their first semester teaching, and subsequently every sixth semester thereafter.

See also D.2.2.

B.2.9 Description of the process for creating and revising curriculum for the program

The college curriculum and development process are described under the first proposal area, new programs, section B.2.9.

B.2.10 Description of program course requirements

The course outlines of record are the same regardless of location or mode of deliver.

B.2.11 Description of student support services for the program

All proposed programs will have access to all major support services available at Saddleback College through computer-based access with the exception of the Disabled Students Programs and Services (DSPS), which requires an initial face-to-face visit at Saddleback College. Students may apply to the college, complete orientation, and register for classes online. Library assistance, tutoring, and research assistance is available online, via a chat format, email, or telephone, or students may go to the library for in-person assistance. Students who are enrolled in DSPS may receive accommodated testing at REI and other special accommodations as needed and available. Off campus student are not charged a student health services fee, so they are not currently eligible to receive these services unless that are taking an on-campus class as well.

Disabled Students Programs and Services - (DSPS)
- Extended Opportunity Programs & Services - (EOPS)
- Financial Aid
- Learning Resource Center
- Library
- Student Health Center
- VETS Programs and Services

REI students are required to complete matriculation and a MAP. The counseling office has made arrangements to have staff go to REI to conduct placement testing and educational planning. Scheduling of these services is arranged by REI's Education Director, Christine Hanna, and Saddleback' counseling division office.

[REI Student Support Services](#):
All noted REI services are available to students at the REI campus in addition to Saddleback services. Students make an appointment with their respective Success Coach to access any of the supportive services. Students who meet REI's eligibility requirements and who do not qualify for a BOGG Waiver automatically qualify for paid tuition by REI. Students are assigned to a success coach and they have daily access to student advisors and success coaches via appointments.

- Computer Lab
- Enrollment Assistance
- Financial Aid Assistance
- Library
- Paid Tuition
- Student Advisement
- Success Coaching
- Textbook Support

B.2.12 List of prerequisites and admission requirements

There are no special admission requirements for student registration at Saddleback College, and all college regulations (e.g. matriculation, residency, etc.) apply to all students regardless of where they take courses. Course co-requisites, prerequisites and recommended preparation are shown in the college catalog and enforced for all students.

REI registration requires cross-registration at Saddleback College and for students to meet the criteria per the O.C. Health Care Agency and REI's registration criteria: be age 18 or older, reside in Orange County, be a behavioral health consumer (one with 'lived' mental health experience) and/or have a family member who is a behavioral health consumer. REI students have priority registration for classes offered at REI. Saddleback students can enroll in courses offered at REI only if the classes are not at capacity. If the class is not full, a wait-listed Saddleback student will be issued an APC. REI staff maintain records of their registered students and prioritize course offerings to students based on their management and tracking of student registration/participation.

REI registration provides students with all of the support services noted above, in addition to all Saddleback services. Classes on campus are fully open, and all students have the choice of enrolling for classes at REI if they qualify, or at Saddleback College.

B.2.13 Evidence of labor market analysis that includes wage/survey data and opportunities for employment

According to the 2016 EMSI data for Orange County, there are 238 job openings annually in this field, and Saddleback is the only pre-baccalaureate program preparing workers with this unique skill set. Because this is a relatively new program there have been fewer than ten completers per year, and students completing this program may transfer to CSU. The most closely related CTE training program is for psychiatric technicians, with an average of 48 completers/year.

The demand for mental health counselors in Orange County is significant and can accommodate additional completers as the program grows. There were 238 jobs in 2013, and there are 581 jobs projected for 2025. Saddleback's graduates are readily hired by organizations that participate in the program's advisory committee because of the strong experiential learning component required for completion.

C. Description of the Planning Process
C.1 Change's relationship to the institution's planning, evaluation and stated mission

The proposed change does not affect Saddleback College's planning, evaluation and stated mission, and are anticipated to enhance the program's ability to provide greater student access to workforce preparation.

C.2 Assessment of needs and resources that has taken place

Assessment of needs and resources can be found in the above section B.2.4.

C.3 Anticipated effect of the proposed change on the institution

Expansion of course offerings of the Human Services Mental Health Worker Certificate program will have no adverse effect on the institution. In fact, it has resulted in increased student enrollment (FTES), and reinforced and expanded community-partnerships. It also has increased student access for students whose experience provides insight into the needs of clients that they serve upon completion of the certificate, as well as opportunity for advanced education and career growth.

C.4 A clear statement of the intended benefits what will result from the change

Course offerings provided at REI afford students the opportunity to complete for-credit college courses to achieve a *Mental Health Worker Certificate of Achievement* resulting in employment opportunities that can expand a needed workforce in behavioral health services. Students will have the opportunity to achieve personal and professional growth. As noted in the *Anticipated Effect of the Proposed Change on the Institution* the additional courses scheduled at REI have resulted in increased enrollment and overall FTES in the Human Services Program. Classroom space at Saddleback College is impacted; offering courses of an entire certificate program at an

off-site location (REI) benefits the scheduling of classrooms by increasing available space at Saddleback College.

C.5 Description of the preparation and planning process for the change

Prior to the implementation of offering courses at REI in fall 2012, numerous meetings and discussions with Pacific Clinics and Saddleback College administrators, faculty, and staff were had to assess the need and benefits for Saddleback's participation in providing for-credit course offerings of the MHW Certificate Program at REI. As previously noted, Saddleback College offers the only for-credit, experiential-based *Mental Health Worker Certificate Program* in Orange County. It was concluded that a need existed for such a program – to provide students with a vocational-educational opportunity in a growing behavioral health industry and to ultimately increase the workforce in the field of behavioral health.

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

D.1 Adequate and accessible student support services

See section B.2.11.

D.2 Sufficient and qualified faculty, management and support staff

All Saddleback College courses offered at REI are taught by Saddleback College Human Services faculty (tenured, tenure-track, and adjunct) who meet minimum qualifications. Faculty are selected by the department chair in collaboration with the dean.

Additionally, REI personnel contribute to student success, including the Pacific Clinics Divisional Director, REI Educational Director, Student Support Team (Academic Advisors and Success Coaches). Academic Advisors assist students with tracking their coursework relevant to their chosen career pathway. They provide student assistance with initial and ongoing enrollment in classes and ancillary support services, as needed. Success Coaches work with students throughout the semester and provide tutoring assistance for tests, essay writing, term papers as well as coordination of study groups. The role of the Success Coach is to help assure overall students' success in their academic endeavors.

See also B.2.

D.3 Professional development for faculty and staff to effect and sustain the change

In addition to the information provided in section B.2.7, Saddleback College provides faculty and staff training that supports development throughout the academic year. The college holds

a Professional Development Week prior to the start of each academic semester.

D.4 Appropriate equipment and facilities, including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

REI staff provide on-site security and oversight of the REI campus procedures and student support. It is a fully sustainable, intimate campus with four, fully functional classrooms including audiovisual equipment, office space for Saddleback College faculty, conference room, computer lab, staff lounge, and reception area. Classrooms are outfitted with instructional A/V equipment, but they do not have Wi-Fi. Instructors do have Internet access in the class (using their computers) and students can access the Internet when they use REI's computer lab.

D.5 Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The addition of the proposed programs will has had a negligible effect on the budget of the college. FTEF has been added for program offerings at REI.

D.6 A comparable analysis of the budget, enrollment, and resources; identify new or reallocated funds

There has been no change in the budget except for additional FTEF. The program enrolled 461 (duplicated) students in 2015-2016, and generated 46 FTES.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change

Program review and student learning outcomes are provided in sections B.2.5 and B.2.6.

D.8 Evaluation and assessment of student learning outcomes, achievement, retention, and completion

Oversight of the program is provided by a college administrator, the Health Sciences and Human Services (HSHS) division dean and the Human Services (HS) department chair who engage in meetings with REI staff throughout the year to maintain and develop quality control of the Saddleback courses/program offered at REI. HS department chair and faculty oversight of the course offerings is maintained to assure adherence of programmatic learning objectives and course-level student learning objectives.

Every two years, every program is required to complete and submit a program review that requires an analysis of achievement data, including, retention, completion; certificates, enrollments and labor market data.

At the end of each term students complete a class survey of the faculty and course online or in class. Additionally, faculty assess Student Learning Outcomes (SLO) each term. The outcomes are submitted to the department chair and discussed at faculty team meetings each semester. The analysis informs planning for curriculum and program improvement.

Overall student retention is regarded with the development and delivery of high quality course curricula. Individual student retention efforts are made on a case-by-case basis, as recognized or needed by students. Retention efforts include referrals to one or more of the noted support services offered at REI and/or Saddleback College and/or speaking with an REI support team member and/or Saddleback College faculty member or HS Department Chair for support.

E. Evidence that the institution has received all necessary internal or external approvals, including:

Title 5 requirements set forth by the State Chancellor's office and local standards of curriculum processes set forth by the college Academic Senate and approved through the college's Curriculum Committee, ensure a curriculum whose breadth, depth, and rigor are appropriate to an institution of higher learning. All programs receive regulatory approval by the California Community College Chancellor's Office.

4. Change in the Nature of the Constituency Served: Instructional Delivery Mode: DE Programs Offered Fifty Percent or More Online

A. Proposed Change

While Saddleback College began offering radio and video Distance Education (DE) courses beginning in the 1970's, we now offer a robust array of online courses to our community, offering almost 1200 sections of online and hybrid courses in 2015-16 alone. The growth of our distance education program has been remarkable and steady, as highlighted by the table, below:

DE DATA TRENDS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Section Counts	793	835	880	992	1,107	1,190
Enrollments	31,774	30,512	30,991	33,144	34,663	38,228
Student Headcounts	15,793	15,377	15,939	1,6767	16,435	18,182
FTES	3,094	2,997	3,063	3,276	3,556	4,064
Retention	87.69%	87.70%	84.75%	84.85%	85.23%	82.96%
Success	66.54%	68.62%	66.38%	66.35%	67.68%	67.14

Source: inFORM Distance Education Report

This growth is due in large part to student demand for online courses and students' expectations that course materials be integrated into the Learning Management System (Blackboard). In a 2014 Student Technology Survey, 92% of students agreed or strongly agreed that class material, resources, etc. should be centralized and stored in Blackboard for their courses and access to the LMS was ranked third as to the importance of technologies available to students, after only wireless access and fast internet speeds. Furthermore, 88% stated a preference for a moderate or large amount of technology in their courses. Finally, 92% of students self-rated themselves as either a "competent" user of technology or a "power-user".

Because of the increase in the number of courses offered, it is now possible for students who plan carefully to complete the majority of their certificates or degrees online in a number of programs. Below is a list of our current online pathways available 50% or more online:

Certificates	Degrees	Educational Patterns
Administrative Assistant	AAT Art History	**CSU GE**
Computerized Accounting Specialist	AST Early Childhood Education	**Patterns**
Business Leadership	AST Early Childhood	Area A: A2, A3
Business Marketing	Teacher	Area B: B1, B2
Early Childhood Teacher	AS Early Childhood Teacher	Area C: C1, C2
Gerontology	AAT Economics	Area D: D1, D2, D3, D4,
Infant Toddler Teacher	AA Economics	D5, D6, D7, D8, D9, D0
Master Teacher	AAT Elementary Teacher Education	Area E: LL/SD
Mental Health Worker	AA Ethnic Studies	
Alcohol and Drug	AA General Studies: Social and	**IGETC**
Educator/Counselor	Behavioral Sciences	**Patterns**
School Age Care and Recreation	AAT Geography	Area 1: A, B
Applications Developer	AA Geography	Area 3: A, B
E-Commerce Specialist	AAT History	Area 4: Yes
Network Web Designer	AA History	Area 5: A, B
Webmaster	AAT Political Science	Languages
Real Estate Escrow Real	AA Political Science	other than
Estate Sales/Broker	AAT Psychology	English: Yes
Real Estate Appraiser	AA Social Sciences	
	AA Women's and Gender Studies	

Only one program will be offered 100% online, starting in fall, 2016: Health Information Technology (HIT). The HIT Program is accredited by the national Commission on Accreditation for Health Informatics and Information Management Education (CAHIM). The program will be offered fully online in response to regional demand and need, as well as on campus. More information about this program is available here.

A.2 Relationship to the College Mission

As is evident in its Mission Statement, Saddleback College attempts to meet the needs of its diverse students through innovative and inclusive means as they seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The distance and online education program enables us to extend the educational opportunities of the college to students who might otherwise be unable to attend college such as students who work fulltime and are unable to come to the college, students who are raising children and are unable to afford childcare, and students who are unable to leave their homes due to disabilities, and active military personnel. These are just a few of the populations that are served by this program.

By expanding our online offerings so that the majority of a certificate or degree can be earned

online, more of these students will be able to earn their certificates or associates degrees, and transfer to four-year institutions. Moreover, because of the flexibility of scheduling online classes without the constraint of room availability, we are often able to add additional sections for those students who were not able to enroll before the classes filled. In addition to the regular 16.6-week semester length classes, we can also offer 12-week and 8-week courses during the semester.

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

A.3 Rationale for the Change

The increased enrollment in our DE courses indicates a need to add to our DE offerings. For example, in many departments, online sections of courses are filled immediately when opened in the schedule of classes, whereas in-person sections are left unfilled. Furthermore, more and more students are taking classes across multiple colleges (what the CCC Online Education Initiative refers to as "swirlers"), further underscoring the need for online accessibility.

Just as there is a demand for more online courses, there is also a demand for online certificates and degrees. In a 2012 DE Student Survey, approximately 50% of our online students surveyed, state that they would consider getting an online degree if available. Click here for the 2012 Survey, Distance Education Committee (published 2013).

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

The quality of our online program is evident in our institutional effectiveness data. The retention rates in online classes are very close to the retention rates in face-to-face classes, as shown in the chart below. In 2014-15, the retention rate in online classes was 85.23% while the retention rate in face-to-face classes was 87.11%, a difference of about 2%. Success rates in online classes follow a similar trend. Success rates pertain to the number of students who receive a grade of A, B, C or CR (credit). In 2014-15, the success rate for online classes was 67.68% while the success rate for face-to-face classes was only 73.73%, a difference of about 5%. This is a smaller difference than statewide averages.
These data tell us that although we are growing our online offerings to accommodate increased demand, we are not doing that at the cost of student success (retention and

completion). The figures below show the data for the last five years:

Figure 5 : Retention Rates by Instruction Method
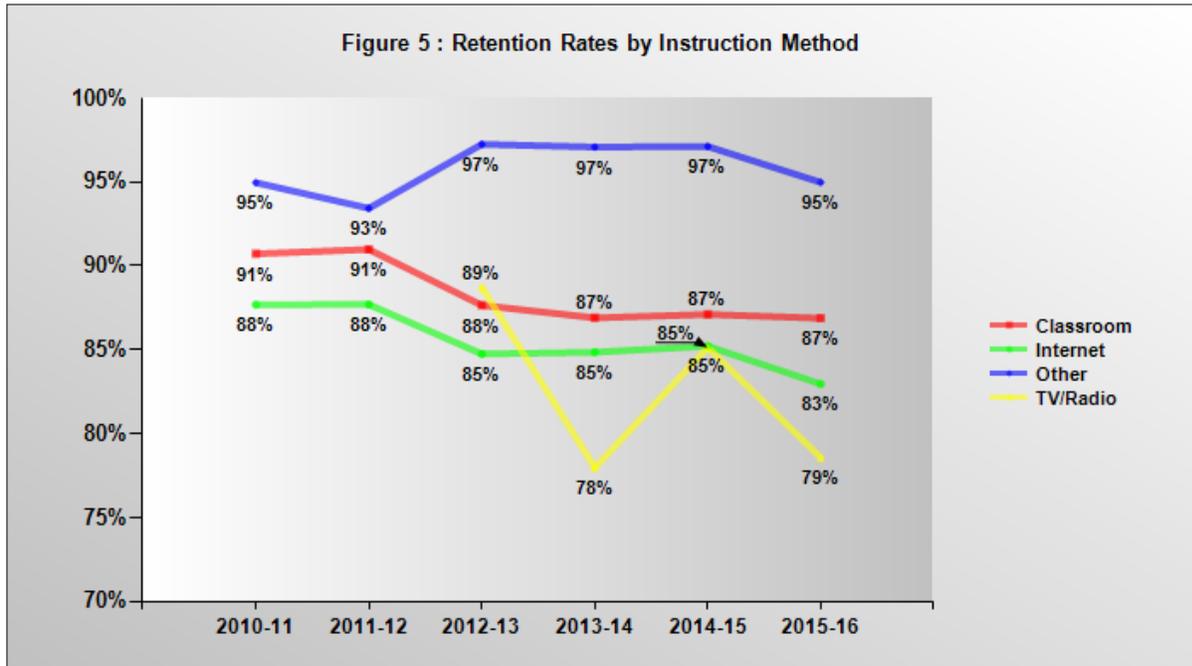
Instruction Method Retention	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
TV/Radio (single section)	63.24 %		88.72 %	77.98 %	85.14 %	78.57 %
Other	94.96 %	93.43 %	97.25 %	97.08 %	97.12 %	94.98 %
Internet	87.69 %	87.70 %	84.75 %	84.85 %	85.22 %	82.96 %
Classroom	90.72 %	90.98 %	87.65 %	86.90 %	87.11 %	86.88 %

Definition of Retention: Student is retained in the course to the end of the term. Students are counted if they received a grade notation.

Figure 6 : Success Rates by Instruction Method
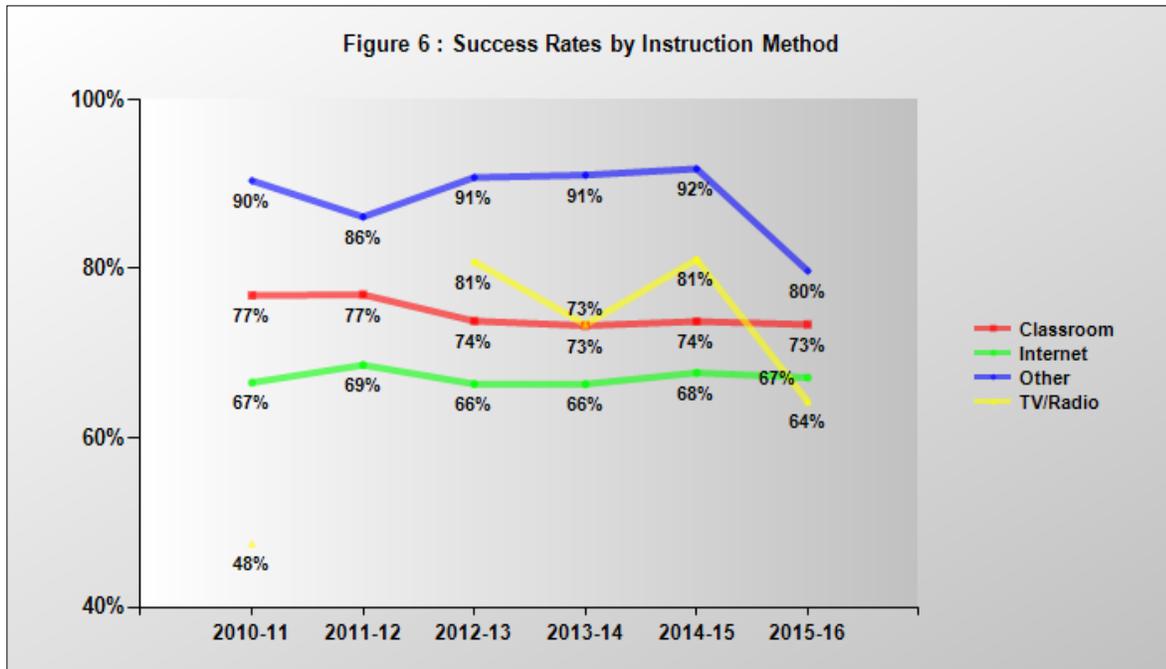
B. Program Description
B.1. Educational Purpose for the Change

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B.2 Eligibility Requirements, Accreditation Standards and Commission Policies related to Student Learning Programs and Services

Eligibility requirements and evidence that each accreditation standard is met will be discussed in the final section of this proposal.

B.2.1 Evidence that the new program is within the scope of the institutional mission

The mission of Saddleback College is to provide "a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning." Our distance education program helps us to achieve this mission by extending the educational opportunities of the college to students who might otherwise be unable to attend college.

All of our online courses and programs are held to the same rigorous approval and evaluation process as our face-to-face courses and programs, which includes special review by our Curriculum Committee, the assessment of SLOs in all courses and programs, and program review. Additional evaluation is provided by the oversight of our Distance and Online Education Committee, which formulates and reviews all processes in relation to distance education and conducts periodic student satisfaction surveys for our online courses and services. Results of the survey are utilized to make changes in the courses, programs, and services provided to our online students.

The names of the degrees offered at Saddleback College reflecting the institution's mission statement are found in the current college catalog. Course descriptions are also found in the catalog. Each semester's Schedule of Classes identifies the method of instruction. The college's Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online.

B.2.2 Description of the analysis undertaken to determine need for the new program

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

Recognizing the need for continued improvement in the quality of DE programs and services, the college chose to write one of the two Quality Focus Essays on Online Education for its self-evaluation in 2016. This essay will be available in the comprehensive self-evaluation report.

The College Technology Plan, created in 2016, also addresses the need to enhance our in distance education program with quality technological systems and resources; there are several specific objectives in the plan that address support for online education.

In 2008, the District hired a new Vice Chancellor for Technology and Learning Resources who has been supportive of the efforts of Saddleback College in the development of our distance and online educational programs. In 2015 the college decided to hire an Assistant Vice President of Institutional Effectiveness that would oversee high-level planning for online education, in addition to other areas. In 2016, the college renewed its commitment to online education by hiring a permanent dean to replace the outgoing administrator for the Division of Online Education and Learning Resources.

B.2.3 Evidence of official approval by the governing board

All proposed degrees and Certificates of Achievement have been approved by the SOCCCD Board of Trustees. Courses undergo a separate Curriculum Committee Approval to be offered in an online format. A list of approved courses is maintained by the Academic Senate Curriculum Committee on their public website; the list is periodically updated by the Curriculum Committee staff to reflect additional approved courses. A link to that site may be found here.

B.2.4 Evidence of sufficient fiscal and physical resources to support and sustain the new program and an analysis of fiscal impact on the institution's budget as well as plans for sustainability

The cost of Blackboard and other annual software contracts, staffing, and miscellaneous expenditures is managed through a variety of means. The Division for Online Education and Learning Resources manages the Faculty Center, staffing and necessary resources there. Technology and Broadcast Systems manages the contract for Blackboard, including the use of Turnitin.com.

Practices for determining whether an applicant is well qualified to teach DE courses varies across departments at the college. For some disciplines, including Accounting, for example, there is an emphasis on showing proficiency in best practices for online education, recent teaching experiences in DE, and even some teaching demonstrations that showcase candidates' abilities to teach in DE. Chairs/deans also consider candidates' responses to open-ended interview questions that ask about best practices in DE. Other considerations include references from other institutions, online teaching certifications (such as the @ONE or Quality Matters certificates), and prior mentorship from DE instructors. Hiring committees for full time positions almost always ask applicants about their background in DE, experience with various learning management systems and their ability to leverage various technologies.

For staff positions related to DE, such as the applications specialist II and instructional technologists currently employed in the Faculty Center, candidates were asked about their background in DE, their ability to host and lead workshops in instructional technologies, and required documentation of their experiences/education as part of the interview and screening process. Job announcements for the dean of online education and learning resources and the assistant vice president for institutional effectiveness both have language in their job

requirements describing experience and background in online education for required and desired qualifications.

B.2.5 Evidence that the program is designed to meet student needs; description of how outcomes of the new program will be assessed

Through both formal (through the evaluation process) and informal means, faculty are provided with opportunities to identify areas of improvement related to DE activities, and they are offered opportunities for professional development and assistance from staff in the Faculty Center and the online education coordinator. If an online course is used for and evaluation observation, then areas of improvement and suggestions would be identified by the evaluator, including suggestions for future professional development. The format for evaluating faculty teaching 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 evaluator to review their online course.

The updated faculty agreement requires that faculty mentors be provided for new hires; this presents an additional opportunity for faculty o learn from "veteran" DE instructors in their areas. Finally, the use of portfolios is integrated into the new evaluation process, so that the new instrument is less focused on a single observation or class. Faculty receive substantive feedback through the evaluation process; they are evaluated every year for tenure-track faculty, and every three year (maximum) per the schedule in the Academic Master Agreement.

Faculty typically implement suggestions from peers, evaluators and informal feedback, and evaluators consider needed changes with each evaluation. Depending on the evaluation/ evidence, faculty implement changes differently, since changes are also dependent on the nature of their disciplines. For example, in Accounting, departmental discussions of standards and assessment of student learning outcomes lead to planned improvements and changes in course design to improve student interactions and engagement. For example, if retention rates are lower in DE courses than face to face offerings, more outreach and student contact may be initiated as an intervention in response to that data.   The use of mentors, portfolios and meetings covers additional areas of growth and professional development, which would not typically be covered in a shorter, single observation. In addition to the evaluation process, there are opportunities for faculty to involve themselves with the field of DE, take workshops in the Faculty Center, participate in AVID workshops, Quality Matters sessions, and participate in committees that address these topics.

Saddleback's participation in the CCCCO Online Education Initiative (OEI) has provided additional opportunities for course evaluation and feedback to faculty. The participants have a wealth of expertise that they share liberally in effort to improve the course for student success. Additional resources such as the OEI Rubric have been made available to Saddleback College to support faculty and students.

B.2.6 Description of how the program will be reviewed compared with other programs, including student achievement, assessment and improvement student learning outcomes (SLOs)

Distance and online education is currently monitored by the DE Committee, the assistant vice president for institutional effectiveness, the dean of online education and learning resources and the faculty coordinator for online education.

There are several indicators used to evaluate the success of the online course offerings and programs. First, the enrollment patterns are monitored to ensure that the correct number of courses and sections are being allocated for online courses. Second, data on retention and success rates are monitored annually. These statistics are available through the college's inFORM database and are available to all employees of the college through a sharepoint (intranet) site.

Additionally, periodic online student satisfaction surveys are administered to students in all online sections. The information generated by this survey can be used to ensure the effectiveness of the program. Overall, students are very satisfied with all aspects of the program. Moreover, courses and programs offered online follow the same guidelines for student learning outcomes (SLOs) assessment and program review as our face-to-face courses and programs. The SLO assessment and program review processes are monitored by the Educational Planning and Assessment (EPA) chair, a faculty member on full reassigned time, and the EPA Committee.

Students have an opportunity to participate in anonymous faculty evaluations at the end of each course; faculty are not provided with the results until after course grades have been submitted. These survey use a Likert-type scale, but allow students to respond to open-ended questions and input comments.

Faculty discussions about course quality and how to improve learning outcomes in DE come in many forms, and lead to a variety of plans. Program reviews and SLO assessments are gathered by departments, which include information on success, retention and other data. Discussions of the assessment data lead to additional action steps for improving outcomes in DE courses just as they do in courses offered in other modalities. The Online Education Committee regularly has discussions about these topics, and members discuss bench marks, best practices and other quantitative data about outcomes for DE courses.

Resources are developed as action steps after analysis of data. Resources include creation of documents, such as [checklists](#) and the [Faculty Guide](#) or collaboration with the Faculty Center staff who offer targeted professional development for faculty. Week of Workshops (WOW, offered the week prior to the start of fall and spring term), the Online Education Summit, AVID focused DE workshops for faculty all have been a result of these discussions.

B.2.7 Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed.

Saddleback was an early proponent of online education, and faculty created and offered an online educator course sequence to prepare faculty to each effectively in a distance education modality. More recently, with a large number of faculty proficient in this modality, the college embraced @One courses to replace college courses. Faculty may elect to earn credit for @One coursework to be used for column advancement on the salary scale.

There were numerous of analyses and discussions that led the college to establish qualifications for faculty and staff involved in offering DE. For part-time faculty, criteria vary across departments and divisions based on need, demand and availability. Analysis is done in discussions in the Online Education Committee; some informal standards and guidelines have been established through this committee, including the "Faculty Guide" and the "Checklist". Discussions around the need for skills lead to professional development opportunities for staff and faculty. Surveys also father information about needs. Analysis of INFORM data also leads to discussions about faculty and staff qualifications. Individual faculty communicate informally with colleagues and deans about best practices for DE, attend conferences on the subject, and take courses or participate in workshops to raise their knowledge of effective techniques to improve teaching and learning in online courses. Department chairs meeting within divisions also discuss these issues.

Effective teaching for faculty is defined in a variety of ways. Faculty evaluations are a key way to judge whether hiring practices are effective, and the current evaluation instrument is used to evaluate all faculty, including those who teach DE courses. Teaching evaluations and performance evaluations require evaluation in multiple areas, including discipline expertise, effective instructional practices, assessment of student learning, and service to the college and district. Mentorships and interactions between colleagues also help to strengthen the effectiveness of personnel in performing their duties.

There is a formal evaluation that occurs at least annually for tenure track faculty, every three years for tenured faculty, and at least once in the first semester of teaching for part time faculty and every six semester thereafter. There is also informal, ongoing mentorship and dialogue between colleagues across campus. In the hiring process, departments rely on prior work experience, certification, and course work to indicate candidates' abilities to teach effectively, and there is typically a teaching demonstration required as part of the interview. Hiring committees consider candidates' regular effective contact with students, how courses are structured, how faculty interact with their students, and other best practices in assessing their qualifications to teach online courses. How DE courses are assigned to faculty is equally important; the effective online teaching checklist, created by the Online Education Committee, provides guidance in this area.

The college's personnel work effectively to support DE both in terms of its organization and its number of support positions. The college employs three full time staff members dedicated to

instructional technology support for faculty (two applications specialist II positions, and one instructional technologist); there are also two full time and one half time positions at the college to support student technical support. Furthermore, the Division of Online Education and Learning Resources (OELR) supports activities at the college that engage students, faculty and staff with DE. Activities include hosting a college wide Online Education Summit in November, 2015, Week of Workshop sessions for students new to DE and ongoing workshops for instructional technology through the Faculty Center. Faculty Center surveys help the center to remain responsive to the needs of faculty and it helps the center to know that it is being effective in meeting the needs of faculty. The president's professional development survey included feedback about the support available for DE, and included feedback on learning needs and future interests.

Ongoing feedback from the online education coordinator, dean of OELR and the Faculty Center supports the DE programs and services on campus. The online education coordinator also solicits feedback from faculty on services and programs, and then shares this information back with the Faculty Center and the dean of OELR. Finally, for new employees, there are onboarding opportunities that introduce faculty to DE and best practices. For existing personnel, there is maintenance of skills through workshops and one-on-one training at the Faculty Center. Mentors also help to determine the needs for future professional development, and the Online Education Committee, District Online Education Committee, the Division of OELR and Faculty Center all make recommendations for additional needs.

B.2.8 Evidence of sufficient and qualified staff for the program; description of processes for hiring and evaluating staff

While the college does not hire instructors solely to teach DE courses, instructors are hired for a broad range of skills which often includes their expertise in DE, as needed within their disciplines. The college currently utilizes an effective process for hiring that ensures content area expertise for faculty hiring of full time positions, and the approach for identifying faculty with DE expertise is flexible. Although there is no institutional standard, many departments look for individual certifications such as @ONE or the college's in-house online education course sequence (which is no longer offered).

Furthermore, training in Quality Matters, certificates, or degrees in online education are all considered in the hiring process. While many search committees for staff are diverse, and while hiring of part-time faculty is many times inclusive of personnel with existing experience in DE, there is no uniform approach.

Once hired, there are a number of ways that departments across the college support DE instructors. In the psychology department, for example, part-time faculty serve as teaching assistants in existing DE courses through an informal mentorship process, enabling them to learn best practices from a mentor instructor. Some courses are co-taught by new and veteran DE instructors so that best practices are modeled and learned. Some departments social and behavioral sciences, counseling services, and other divisions created model course shells that are shared with new instructors to promote standardization across the courses in the discipline.

Several other departments throughout the college have developed mentorship programs for new DE instructors, including the English department, which hosts monthly Online Education Committee meetings for its members. The English department also holds best practices workshops for instructors new to or interested in DE courses, with demonstrations from existing DE instructors who highlight successful online strategies.

The college also has a number of classified staff members to service our distance and online education program. The Innovation and Technology Center (ITC), with a staff of one director and eleven network administrators and application specialists, is responsible for ensuring that all technological needs are met. In particular, the staff of the Faculty Center for Student Success, part of the OELR division, includes two application specialists, an instructional technologist, and one administrative assistant. The center is largely dedicated to online education.

B.2.9 Description of the process for creating and revising curriculum for the program

The college curriculum and development process are described under the first proposal area, new programs, B.2.9. Faculty may submit an Online Course Proposal to the curriculum for any existing course, and are required to demonstrate how the course will provide instructor to student contact, student to student interaction, content delivery, and course quality standards. Online proposals are reviewed by a subcommittee of the curriculum committee, and subjected to formal approval through the standard curriculum approval process before being posted as approved on the curriculum committee website (see the Online Education Addenda Status Report).

B.2.10 Description of program course requirements

Course outlines of record are approved for every course offered in Saddleback's credit and non-credit programs. These are not modified based on mode of instruction.

B.2.11 Description of student support services for the program

A key source of support for students in online education stems from a more recent engagement with the Online Education Initiative as a pilot college. This engagement provides several areas of support for the college:

- Availability of a tutoring platform through the World Wide Whiteboard, which the college offers free of charge for all online tutoring needs.
- Use of 24/7 live tutoring and paper center through the OEI's service, Net Tutor, for OEI-engaged courses.
- Integration of student readiness modules in the pilot courses of the 6-8 OEI-engaged faculty. These modules allow students to learn key skills related to succeeding in an online environment *prior* to enrolling the course.

- Access to hundreds of support resources for basic skills instruction and support for OEI-engaged students.
- Access to an online proctoring tool.

Off campus student are not charged a student health services fee, so they are not currently eligible to receive these services unless that are taking an on-campus class as well.

While the future of the college's engagement with the OEI is uncertain, these initial experiences offer some excellent models on which to build future DE standards for student readiness. Faculty are currently piloting and assessing Canvass and comparing it with our current LMS, Blackboard, and are expected to make a recommendation for adoption in spring 2017.

The college has increasingly offered services for students enrolled in DE courses comparable to those available to students on campus. For example, learning support (tutoring) is available online and this is communicated to students through: embedded tutors, emails, nudges, websites and orientations. The Paper Center is available to all students, and provides an online interface for students to upload papers for tutor feedback, all within 1-2 days of submission. Furthermore, during the tutoring center's open hours, there is live, online tutoring available to all students; these tutors are trained at the college, and work with faculty tutorial specialists to align with the needs of our content area departments. Library services are available for DE students (online chats, online reference desk calls and 24/7 online support for research needs).

B.2.12 List of prerequisites and admission requirements

There are no special admission requirements for student to take a DE class at Saddleback College. All college regulations (e.g. matriculation, residency, etc.) apply to all students regardless of mode of instruction. Course co-requisites, prerequisites and recommended preparation are shown in the college catalog and enforced for all students. The schedule of classes for online offerings directs students to complete a self-assessment of readiness to succeed in an online course.

B.2.13 Evidence of labor market analysis that includes wage/survey data and opportunities for employment

EMSI labor market demand is evaluated for each proposed new CTE program prior to approval and every two years during program review. No separate analysis is done for online courses or programs.

C. Description of the Planning Process
C.1 Change's relationship to the institution's planning, evaluation and stated mission

The proposed change does not affect the relationship of Saddleback College's planning, evaluation and stated mission and are anticipated to enhance our ability to provide greater student access to workforce preparation.

C.2 Assessment of needs and resources that has taken place

Assessment of needs and resources can be found in section B.2.4, above.

C.3 Anticipated effect of the proposed change on the institution

With the addition of the proposed significantly online degree and certificates programs, Saddleback College anticipates and increase in student enrollment and workforce preparation while maintaining high quality instruction to support student success.

It is expected that the overall effect on the college of this change will be minimal, and will even be positive. Given the continually expanding use of technology by our students, faculty and staff, the awarding of online certificates and degrees is a natural outgrowth of this process. There are no additional changes to the college's staffing and infrastructure necessary to meet the needs of students in these programs. Additional professional development has been, and will continue to be available to faculty interested in enhancing their online education skills.

C.4 A clear statement of the intended benefits what will result from the change

The awarding of online certificates and degrees will enable Saddleback College to fully serve our students in the pursuit of their educational goals, and will contribute to overall student success. A study released by the U.S. Department of Education in May 2009 found that, on average, students perform better in online and hybrid courses than through face-to-face courses (full report is available here). These results are borne out by our own research, as indicated above. Online education not only provides flexibility, but also the ability to utilize significant student-centered approaches in instruction and engage students in the learning process.

C.5 Description of the preparation and planning process for the change

Saddleback College has been preparing for this change over the past ten years by hiring the staff and developing the necessary physical and technology infrastructure. Blackboard is the course management system used by the college, and in 2008 we underwent a significant upgrade to our server system and service agreement to provide maximum support for students and faculty. We are in the process of evaluating our LMS to see if Canvas can provide a more robust and beneficial experience for students. This is an inclusive process that calls for participation between faculty, staff and management to consider all aspects of a new LMS, including its instructional capacities, costs, support services and other

software/hardware needed to support it. We currently have the capacity to provide all of our students with reliable Blackboard access, both for online and hybrid courses, as well as with shells for use to support face-to-face instruction.

In addition to student technical support at the college during business hours, students also have access to a 24/7 help desk through Blackboard.

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

Most of our student support services are now offered online in an effort to better serve both our distance and traditional students. These services include:
- Fully online application and registration process
- Comprehensive college website
- Online orientation for new students
- Online advisement
- Online financial aid assistance and application
- Virtual office hours by our online faculty
- Online technical support center
- Online library resources including :
  - Online catalog
  - Online databases
  - E-reserves
  - Extensive e-book collection
  - Online tutorials

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

D.1 Adequate and accessible student support services

Students enrolled in all proposed degree and certificate programs will have access to all of the critical support services available at Saddleback College, including assessment, matriculation, counseling and educational planning, financial aid, library resource access, bookstore access, and tutoring.

D.2 Sufficient and qualified faculty, management and support staff

Saddleback College is committed to have sufficient and qualified faculty, management, and

staff to support the program. Detailed information is provided in section B.2.8.

The college has a full time classified employee who facilitates ADA compliance of materials used in the development of online classes including captioning of materials for hearing impaired students.

D.3 Professional development for faculty and staff to effect and sustain the change

There are multiple, varied opportunities for faculty to consider teaching methodologies for DE courses. The Faculty Center for Student Success is unique in its ability to offer workshops and support for instructional technologies for faculty. Support staff in the Faculty Center are well-versed with the tools and building blocks within the Learning Management System, and frequently update and refresh their skills to better support faculty members. Workshops and one-on-one training for faculty all them to explore instructional technology and to learn new methodologies for online education, and include development of new tools and ongoing opportunities to learn new skills at the Faculty Center. Some large departments (such as English) even have their own departmental online education committees, which examine the relationships between teaching methods and effective student learning.

Individual faculty members also participate in @ONE training courses virtually; college units earned may be applied to column advancement on the salary schedule. Many faculty also participate in staff-led workshops in the Faculty Center. The Health and Human Services Division recently offered online course design workshops for all interested faculty through Quality Matters. The 6-8 OEI-engaged faculty members also receive support for integrating the Online Course Design Rubric, a statewide rubric that sets best practices for online courses. Some faculty members (including the faculty coordinator for online education) are also in the process of receiving certification for becoming reviewers for the OEI, where they would learn to apply the rubric during quality reviews of other online courses statewide.

In addition to the information provided in section B.2.7, Saddleback College provides faculty and staff training that supports development throughout the academic year. The College holds a Professional Development Week prior to the start of each academic semester. In addition, the Academic Senate has a budget provides for professional development funding to attend workshops and conferences for full and part time faculty.

D.4 Appropriate equipment and facilities, including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The addition of the proposed programs will have a minimal effect on the budget of the college. In addition, the college will begin work to update the Educational Master Plan over the 2016-2017 academic year.

In terms of physical resources, the college and district recognize the need to support the LMS

and related software or modules for the success of its DE courses (including additional services such as Turnitin.com and Building Blocks); the district and colleges work together to allocate resources to support these needs.

The college engages in discussions, research and analysis during its resource allocation process, where each department and division requests resources identified in their program review and prioritizes its needs. Prioritization occurs at multiple levels until a single college-wide prioritized list is agreed upon by the College Resource Committee for five types of resources: personnel, equipment, technology, facilities (projects costing less than $400,000) and "other" (does not fit into the other categories).

Resources are then utilized in a variety of ways; for example, new instructional technologies are typically piloted for a year, evaluated by the Online Education Committee and if they are effective, recommendations are made to institutionalize those resources. If hardware or equipment is needed, the process is similar: requests are made through divisions, routed to the appropriate channels during the CRC process, and also routed to the Technology Committee for ranking and consideration.

There are several mechanisms for evaluating how effectively equipment and facilities meet the needs of programs and services in DE mode. The Education and Facilities Master Plan includes information on DE; this 20-year plan is updated every six years. The District Technology Plan and College Technology Plan both serve to guide decisions about equipment and facility priorities related to DE. These plans are the result of extensive college and district-wide conversations using data collected to support planning.

The Faculty Center is supported with staff and resources, and equipment needed in the center is determined through needs assessments, surveys, resource allocation requests and committees such as the Technology Committee, DOEC, the Online Education Committee and the DTC. Basic aid funding requests reflect the need for additional infrastructure to support the DE. Equipment in the Faculty Center lab and the student labs in the library and LRC tutoring center are maintained and updated regularly per the "refresh" schedule. Wi-Fi services allow students to use mobile devices for their online courses, and a request to update Wi-Fi coverage was funded for 2016-2017 through the DTC's allocation process.

The college has a "refresh" schedule for labs, equipment and other needs, and every four years, the college maintains the technology in offices, labs and classrooms. Resource allocation requests allow for off-cycle needs, since the allocation cycle is an annual one and unforeseen needs can occur.

The LMS is a key feature that supports DE, and is maintained at high levels in a collaboration between the district and the college. The LMS (Blackboard) is supported by the vendor, who maintains servers externally, and provides student and technical support. The district ensures that the LMS has sufficient storage to meet the needs of faculty and students, and as the use of the LMS has increased (due to increasing populations and offerings), so has additional support for the LMS through the district and college. Finally, when Blackboard needs to be updated,

this is done during times that would have the least impact on students.

D.5 Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The addition of the proposed programs will have a minimal effect on the budget of the college. The college program review process should identify any unmet needs and then resource requests would be put in through the appropriate process (college resource allocation process, or district-wide committee such as capital improvement, basic aid, etc.).

D.6 A comparable analysis of the budget, enrollment, and resources; identify new or reallocated funds

DE excellence has long been an emphasis at Saddleback, and the college secured resources such as three full time staff positions to support online faculty years ago. Saddleback College is part of the OEI through the State Chancellor's Office and has benefitted from resources provided through that effort (e.g. online tutoring). Other funding streams (e.g. Strong Workforce) may provide new funding for specific initiatives that meet allowable use and the goals of that funding.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change

Program review and student learning outcomes are provided in sections B.2.5 and B.2.6.

The college has a rigorous curriculum review and program review process, which does not differentiate significantly between traditional and DE modes. In this existing process, the role of faculty is central. For example, SLOs are the same for all courses, both online and in traditional modes. Faculty establish SLOs for all courses and programs based on their discipline expertise, which then goes through curriculum review and articulation processes. Students are expected to meet the same competencies, regardless of mode of instruction.

There are no separate "competency levels" determined for DE courses that vary from traditional courses. Similarly, the same process for establishing and evaluating each type of course and program in traditional modes applies to DE modes, including the determination of appropriate credit, and types of courses offered. There are no articulation agreements with other institutions based on DE-specific programs. Credit for DE courses are awarded the same way as credit for traditional courses: the college uses Carnegie units, a standard metric used nationwide. The faculty coordinator for online education is assigned by the Academic Senate to guide/coordinate faculty-related activities for DE and curriculum as they relate to the role of faculty. Furthermore, there is college representation on the District Online Education Committee, where members of the college can collaborate with their counterparts at Irvine Valley College and the District Office.

There are several ways that the college assesses student learning in DE, which closely mirror how students are assessed in traditional courses. Many of the methods are similar in both DE and traditional modes; for example, the evaluation instrument in faculty evaluations and the student-level assessments (including grades, success rates and SLOs) are consistently applied to both modes. Students in both DE and traditional modes are often assessed in discussions, writing, presentations, group work, tests/quizzes, projects, etc. The methodologies applied in DE courses are very diverse, depending on the course and content area, and include both synchronous and asynchronous methods.

The college has a policy on regular effective contact, and faculty discuss relationships between teaching and student performance in Online Education Committees, DOEC, department meetings, workshops in Faculty Center and department/division meetings. Professional Development Week activities address these issues in more detail, offering sessions on new tools, studies, data sharing and other opportunities for collaboration.

D.8 Evaluation and assessment of student learning outcomes, achievement, retention, and completion

Every two years, every program is required to conduct and submit a program review that is supported by student achievement data including retention and completion; labor market data for CTE programs; tracking of the number of students completing the desired certificate program; and, enrollment analysis, including the examination of FTES trends over time.

At the end of each term students complete a class survey of the faculty and course online or in class. Additionally, faculty assess Student Learning Outcomes (SLO) each term. The outcomes are submitted to the department chair and discussed at faculty team meetings each semester. The analysis informs planning for curriculum and program improvement.

E. Evidence that the institution has received all necessary internal or external approvals, including:

Title 5 requirements set forth by the State Chancellor's office and local standards of curriculum processes set forth by the college Academic Senate and approved through the college's Curriculum Committee, ensure a curriculum whose breadth, depth, and rigor are appropriate to an institution of higher learning. All programs receive regulatory approval by the California Community College Chancellor's Office.

Maintenance of Eligibility Requirements for All Proposal Areas

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

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

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

2. **Operational Status**
   The institution is operational, with students actively pursuing its degree programs.

   Students are currently enrolled in a variety of Saddleback College courses through face to face classes, both on and off campus, and distance and online education that can be used to complete an associate degree or certificate of achievement, transfer, and for lifelong learning. Students are now able to earn 50% or more of some degrees and certificates through distance and online education and off-campus locations, and new programs, developed or under development, necessitate this substantial change proposal.

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

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

   Students may fulfill a major in any of the career and technical areas as well as

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

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

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

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

SOCCCD is a community supported basic aid district which means that the majority of its funding comes from local property taxes. Additional college funding sources come from Federal and State grants and from corporate and private donations. Reports on audit of financials and supplemental information including report on compliance dated are prepared for the SOCCCD and Saddleback College by Vicenti Lloyd Stutzman Certified Public Accountants and are available annually for review in the District Fiscal Services Office. The District meets this eligibility requirement by ensuring a balanced budget that supports all college needs as verified by the certified public accounting firm.

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

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

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

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

    The administrative staff at Saddleback College is adequate in number, experience, and qualification to provide appropriate administrative oversight to the courses and programs offered through distance and online education. Annual unit reviews enable departments and divisions to request additional personnel and administrative support for their programs. Administrative capacity has been added for oversight of Adult Education programs, even those where 50-percent or more of the coursework is delivered at off-campus locations.

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

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

   The names of the degrees offered at Saddleback College reflect the institution's mission statement and are identified in the current college catalog. Course descriptions are also found in the catalog. Each term's Schedule of Classes identifies the method of instruction. The college's Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online. Schedule development guidelines require that each schedule meets student need, with attention to student populations, planned frequency of course scheduling, locations and sites, advisory group recommendations, and other parameters specific to the curriculum.

   Adult Education non-credit courses offer a much-needed and viable alternative means of academic enrichment for adult students from all walks of life and from various socio-economic backgrounds.

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

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

Adult Education offers non-credit courses which are intended as pathways to Saddleback College degrees and for-credit certificate programs.

11. **Student Learning and Achievement**

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

At the course and institutional levels, Saddleback College faculty have integrated SLO assessment into the course development and review processes using its curriculum management database system: CurricUNET. At the program level, SLOs are completed on an annual basis and the Program review process includes a strong emphasis on SLO assessment. Overseen by the Educational Planning and Assessment Committee, all programs have established learning outcomes and assessment plans. Further, the General Education Committee embraces demonstrable SLOs as the foundation of the general education requirements set by the college.

12. **General Education**

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

Saddleback College has three patterns of General Education courses (Saddleback College GE, CUS GE and IGETC) that promote the student's personal, cultural and intellectual growth. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural, and social environments. This is described in the college catalog.

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

13. **Academic Freedom**

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

The college's academic freedom policy for faculty and students is set forth in Board Policy, 6120. It is also made available in the faculty handbook and on the college's web site here. The District's academic freedom policy is applicable regardless of method of instruction, and the Academic Senate upholds the tenet that all distance and online courses are afforded the same rights of academic freedom as face-to-face courses.

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

14. **Faculty**

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Information about fulltime faculty, including name, title, and degrees, are listed in the college catalog. Information regarding part-time faculty is kept in the academic division offices and in the SOCCCD human resources office. The Saddleback College faculty handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning. California State Chancellor's Office and State Academic Senate set minimum qualification for each discipline to ensure that qualified faculty are hired to teach college courses. Division deans, in consultation with content area experts, assign online courses to faculty each semester.

15. **Student Support Services**

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

Saddleback College provides services and programs that enhance a student's use of college offerings and facilitate progress towards academic, career, personal, and

social goals. Saddleback College's staff is committed to each student's success and growth as a person. Student services include the following areas: Admission and Records, Athletics, Bookstore, Campus Activities, Campus Police and Security Services, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services (EOPS), Financial Aid, Student Health Center, Student Success Center, Tutoring Services and Veterans' Educational Benefits. Many of these services are available online such as the application process, the registration process, orientation for new students, advisement, financial aid assistance and application, distance education technical support, and many library resources. The Saddleback College Vice President for Student Services serves as administrator for student services.

An online listing of all student services departments is available on the Saddleback College website here

Saddleback Adult Education, schedules rolling services on an ongoing basis at our off-campus locations. Adult Education students are also encouraged to take advantage of on-campus resources and services, and also to participate in on-campus activities.

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

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

Leadership and staff for Saddleback College's departments of community outreach and recruitment and admissions and records provide application and registration assistance at Adult Education off-site locations in order to serve this important population of adult students.

17. Information and Learning Resources
The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.
A profile of the libraries' holdings and resources may be found on the library web site here. Many of the holdings are in the form of e-books, accessible to all

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students via computer. Saddleback College also has an inter-library loan agreement with Online Computer Library Center, Inc. (OCLC) and provides this service to students during the fall and spring terms. Students are asked to pay any costs charged by the lending library.

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

Provisions are made for books and instructional materials to be either made available at off campus sites or shipped to students from the Bookstore. Cost-free tutoring is available both online and at some off-campus sites for some subjects, notably for AESL. Off-site one-on-one and group tutoring has been offered to Adult Education AESL students since spring 2016. Embedded tutoring is also offered as a classroom resource.

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

    District financial planning and information is under the purview of the vice chancellor of business services. College financial planning is delegated to the college president with assistance from the vice president for administrative services. The support for instructional and student services programs that result in the college meeting Standard II are included in the college budget. The college's Consultation Council reviews programmatic needs each year based on program review and academic master planning for the purpose of recommending a final budget to the college president. In addition, Adult Education programs are supported by AEBG funds, SOCRC Maintenance of Effort (MOE) funds, SOCRC allocations, and other leveraged partnership resources.

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

The Planning and Budget Steering Committee (PBSC) serves as the strategic planning and budget committee. The current 2014-2020 Strategic Plan sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill our mission. A copy of the most recent strategic plan may be viewed on the strategic planning website. PBCS reports to the college's Consultation Council, the principle participatory governance body of Saddleback College. Consultation Council makes recommendations directly to the college president.

Institutional evaluations of SLOs and AUOs may be found here.

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

All of required information is linked from the Saddleback College home page on the web at: www.saddleback.edu, or by reading any one of the following sources, which are all public documents: the college catalog, the current schedule of classes, the student handbook, and the South Orange County District Board of Trustees Policies and Administrative Procedures.

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

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

A general statement of accreditation for Saddleback College is listed on the home page at https://www.saddleback.edu/ and in the catalog. A general description of Saddleback and an official listing of programs of instruction are contained in the catalog, which is updated each fall with an addendum for the spring semester. A signed letter from the college president assuring the district's compliance with the commission's policies is on file with the commission and the college president's

office. Relations with the accrediting commission would not be impacted as a result of this substantive change proposal other than the result would be Saddleback College meeting the commission requirements for instituting substantial changes.

Fulfillment of Accreditation Standards for All Proposal Areas

Saddleback College will continue to fulfill all of the accreditation standards with the addition of new programs as well as new locations and online programs where 50% or more of courses can be taken at a location or through distance education. Moreover, we believe that the change is a benefit to our students and will enhance our abilities to foster student learning and success.

Standard I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analyses of quantitative and qualitative data, the institution continuously and systemically 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.

As discussed above, the mission of Saddleback College is to provide "a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four- year institutions, improvement of basic skills, and lifelong learning." Our distance education and off-campus programs helps us to achieve this mission by extending the educational opportunities of the college to students who might not be unable to attend college if required to come to campus.

All of our online and off-campus courses and programs are held to the same rigorous approval and evaluation processes as our face-to-face courses and programs, and online delivery approval includes an additional approval by our Curriculum Committee. Assessment of SLOs in all courses and programs, and program review, are required activities undertaken by faculty. Additional evaluation is provided by the oversight of our Distance and Online Education Committee, which formulates and reviews all processes in relation to distance education and conducts an annual student satisfaction survey for our online courses and services. Results of the survey are utilized to make changes in the courses, programs, and services provided to our online students.

Standard II

The institution offers 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.

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

All faculty are required to adhere to the current course outline of record regardless of site or teaching modality. Faculty are responsible for curriculum development and revision, supported by their academic dean.

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

To ensure integrity in online education, it is essential that the identity of online students is verified. Saddleback College uses the Blackboard course management system, which requires student authentication through the use of unique user IDs and passwords.

Standard III

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).

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

Faculty for distance and online courses are hired using the same criteria as for face-to-face courses, and most of our online courses are taught by regular fulltime faculty members who also teach face-to-face courses in the same discipline. All faculty must

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meet the minimum qualifications in their respective disciplines. Additionally, faculty hired to teach online must demonstrate qualifications for online instruction through prior training and/or work experience as determined by the departments in which they are being hired.

The evaluation process for online faculty and off-campus locations is the same as that for face-to-face classes. According to the master agreement, faculty, both fulltime and part-time, are evaluated every three years after completing a probationary period. In addition to our current staffing, the college recognizes the need for additional personnel to manage the distance and online education program.

A substantial outlay of our fiscal resources has gone to the physical and technology requirements of distance and online education, many of them ongoing expenses. These expenditures are monitored/evaluated by the college president, the vice president for administrative services, the director of technology services, the vice president for instruction, and the DE Committee, as well as through our strategic planning process.

Standard IV

> **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.**

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

Deans oversee the evaluation process for faculty within the disciplines in their division; department chairs are typically responsible for conducting adjunct faculty evaluations. The director of online education reports to the assistant vice president for institutional effectiveness and is responsible for the oversight of the program as a whole.

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