SADDLEBACK COLLEGE

2017 ACCREDITATION SITE VISIT GUIDE

February 27 – March 2

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Our Saddleback College community
thanks our visiting team for their hard work
and dedication in helping us become
an exceptional institution.

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A Message From The President

Dear Students, Faculty, Staff, Management, and Community:

Saddleback College has been preparing for an accreditation visit by the Association of Community Colleges and Junior Colleges (ACCJC) on February 27, 2017 through March 2, 2017. During this week, an ACCJC team comprised of peer faculty, staff, management, and trustees will visit our campus to evaluate Saddleback's accreditation status.

The purpose of accreditation is "to ensure the public that an institution that is accredited evaluates its educational quality and institutional effectiveness on a regular basis, and to promote institutional improvement." Saddleback and the South Orange County Community College District (SOCCCD) are firmly committed to the accreditation process, and we welcome the opportunity to evaluate our progress made since the last ACCJC team visit in 2010.

For the past year and a half, a dedicated team of college faculty, staff, and management have been working tirelessly to draft our Self Evaluation Report which was finalized and submitted to ACCJC in December. This report describes how Saddleback meets the standards, as well as how we make decisions, plan, and continuously improve instruction and student outcomes. In preparation for the upcoming accreditation visit, we ask that you familiarize yourself with the report which can be found on our website at **www.saddleback.edu/accreditation**.

Over the next several weeks, we will be working with the ACCJC team to arrange interviews and observations with students, faculty, staff, and management during their visit. We should expect visiting team members to:

- Visit lecture and lab rooms to observe classes in session and attend regularly scheduled meetings of participatory governance bodies;
- Walk about the campus to evaluate facilities and speak informally with members of the college community; and
- Request to meet with the particular units or individuals to gather additional data and clarify findings.

For additional information about accreditation and the ACCJC team visit, please contact our Accreditation Liaison Officer Dr. Juan Avalos, Vice President for Student Services, at 949-582-4566 or javalos@saddlleback.edu, or Sophie Miller-Gilliland, Office of the President, at 949-582-4722 or smiller@saddleback.edu.

Dr. Tod A. Burnett
President, Saddleback College

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Saddleback College

Accreditation Site Visit

February 27 – March 2, 2017

Monday, February 27, 2017

8:45 am-9:30 am	Welcome Reception with Accreditation Steering Committee, Consultation Council, Academic Senate leadership, Classified Senate / CSEA leadership, ASG leadership, Management Team, Faculty Association leadership and Police Officers Association leadership — Student Services Center, Room 212.
9:30 am-10:00 am	Campus Tour.
10:00 am-4:00 pm	Team Members work on individual appointments, lecture and lab room visitations.
4:00 pm-5:00 pm	College-wide forum to receive input from members of the college community — Student Services Center, Room 212.

Tuesday, February 28, 2017

9:00 am-12 noon	Team Members work on individual appointments, lecture and lab room visitations.
1:30 pm-2:30 pm	College-wide forum to receive input from members of the college community — Student Services Center, Room 212.
2:30 pm-5:00 pm	Team continues individual appointments, lecture and lab room visitations.

Wednesday, March 1, 2017

8:30 am-12 noon	Team Members work on individual appointments, lecture and lab room visitations.

Thursday, March 2, 2017

10:00 am-10:30 am	Team Chair will meet privately with the College President to review team findings and major recommendations.
10:30 am-11:00 am	Accreditation Team Exit Session: The Team Chair will conduct a closing session for the College community to acquaint them with the Team's general findings and major recommendations — Ronald Reagan Health Science Auditorium.

Cynthia E. Azari, Ed.D., Team Chair
President
Oxnard College

Dr. Cynthia E. Azari is the current President at Oxnard College. She earned an Ed.D. in Educational Leadership from Seattle University in Washington and Master's Degrees in both Industrial Relations and in Education Administration from West Virginia University, West Virginia. Prior to her current position as President of Oxnard College, Dr. Azari served as the Interim President at Fresno City College, President of Riverside City College, President of Fresno City College, and Vice Chancellor for Workforce Development and Educational Services at State Center Community College District. She also served as President of Butler County Community College in Pennsylvania for five years and held several college administrative positions before coming to California.

Dr. Azari has previously served on the Pennsylvania Governor's Commission on Training America's Teachers, boards for United Way and Girl Scouts of America, and numerous committees in the communities where she has resided.

Dr. Azari received the National TRIO Achievers Award in 2009, the Central California TRIO Award in 2007, the 2000-01 "Distinguished Service Award" from the Association of Washington's Community and Technical College, and the "Woman of Achievement" award from the YMCA in 1996.

Cynthia has been married to Bijan for 42 years, and together they have two daughters, Banie, a cardiologist in Connecticut, and Mitra, an attorney in Los Angeles.

Karla L. Banks
Executive Assistant to the President
Oxnard College

Ms. Karla L. Banks is the Executive Assistant to the President at Oxnard College. She has worked with the Ventura County Community College District (VCCCD) for approximately 18 years — 7 years at the District Office and over 10 years at Oxnard College. Prior to coming to the VCCCD, Ms. Banks served as an Administrative Legal Secretary III for the City of Oxnard.

Albert Alt, Ed.D.
Vice President of College Administrative Services
Modesto Junior College

Al Alt currently serves as the Vice President of College and Administrative Services at Modesto Junior College, one of two colleges in the Yosemite Community College District. In his current role, he leads the departments of Budget, Safety/Security, Bond Construction/Physical Plant, Bookstore, Food Services, Business Services and oversight of the business operations of the Great Valley Museum located on the MJC West Campus.

Over the course of 14 years in education, Al has served three different community college districts. He entered higher education as the Human Resources Director at Feather River College and then at Yuba Community College District. At Yuba Community College, he promoted to Vice Chancellor of Administrative Services managing budget/finance, human resources, payroll, police department and bond construction. Al has served on statewide committees including the Statewide Equity and Diversity Task Force and the Commission on the Future.

Al holds an Ed.D. in Education Administration from Drexel University and an MBA from CSU, Chico, graduating with distinction, and a Bachelor of Science in Criminal Justice from San Jose State University. He also holds professional certifications in school business management from University of Southern California, the California Association of School Business Officers (CASBO) and the Association of Chief Business Officers (ACBO). He also teaches university level courses in Law in Higher Education, Strategic Planning and Campus Operations.

Ms. Elizabeth Kronbeck
Professor of History/Ethnic Studies
Glendale Community College

Beth Kronbeck worked in the private sector until the events of 9/11 drove her back to school. After earning a MA in American Studies she quickly became an Adjunct Professor. She then returned to school and shortly after earning her MA in History, she joined Glendale Community College as a full time professor. Beth teaches History, Ethnic Studies and Social Science in the Social Science Division. Next Fall she will team-teach a Humanities course in the English Division. While at Glendale Community College, Beth's professional activities have included being on the Guild's Negotiating Team, Guild Secretary and Senate appointed Representative for Student Equity. She currently has the position of Accreditation Faculty Coordinator and serves on the Academic Senate.

Ms. Marlena Montague
Assistant Director for Assessment Institutional Effectiveness & Research
Guam Community College

Marlena Montague is the Assistant Director for the Office of Assessment, Institutional Effectiveness & Research at the Guam Community College. Marlena holds a Masters in Computer Information Systems from the University of Phoenix and a Bachelor's in Business Administration, Management Information Systems from California State University Long Beach. As an adjunct instructor, Marlena has taught courses in Office Technology and Mathematics. Marlena has also served as the Program Administrator for the Technology for Learning Program providing the technological resources to support learning in the Allied Health and the Architecture and Construction Career Cluster programs. Marlena has been awarded the Employee of the Year award under the Governor of Guam's government-wide recognition program. Marlena serves on the GCC assessment, technology, negotiations, faculty job specifications and evaluation, professional development, and accreditation committees.

Marlena's accomplishments include the Association for Institutional Research Data and Decisions Academy, the Guam Chair Leadership Academy, the Community College Leadership Development Institute (CCLDI), the Summer Leadership Development Academy, and the GCC Transformational Leadership Academy. Some areas of specialization include: Certified A+ Professional, Oracle Database Administration, Data Warehouse and Business Intelligence Decision Support Systems, and over fifteen years of experience in automation and integration of business processes and services in higher education.

Daniel S. Pittaway, M.S.Ed.
Instructor / Student Success Coordinator,
Coastline Community College

Daniel Pittaway is associate professor of education and reading at Coastline Community College. He is the Student Success Coordinator, and he oversees learning assistance (i.e., tutoring) for all disciplines. He also serves as the Faculty Accreditation Coordinator.

Nick Real, Ed.D.
Instructional Dean, Technology Division
Cerritos College

Nick is currently the instructional dean of Technology, Perkins IV Project Manager, and Career Technical Education transitions director at Cerritos College. He also serves on the statewide Vocational Research and Accountability Committee. Prior to that, Nick was a Professor & Department Chair. He taught classes related to Machine tool technology, Technical Mathematics, Physics for Technology, Engineering Technology and Digital Electronics. Nick has also worked part time at CSU Pomona and University of Phoenix teaching Manufacturing Engineering and Business Administration.

Before starting a career in education, Nick was a project engineer in private industry for 11 years. Nick's background in engineering is complemented by an MBA and a doctorate in Educational Technology.

Mr. Rojelio Vasquez
Interim Vice President of Student Services
Fresno City College

Rojelio is currently the Dean of Business at Fresno City College (FCC); he has been serving in that capacity for 3 years. During 2015-2016, he served as the Interim Vice-President of Student Services for FCC. For over 10 years, he has worked closely with student services departments in several educational institutions. Rojelio is a Planning Commissioner for the City of Fresno, an appointed Local Board Member for the United States Selective Service System. He is also a Research Fellow for the USDA Kika de la Garza Fellowship Program for Washington, D.C., as well as a member of the National Hispanic Leadership Summit for Congress in Washington, D.C.

Rojelio previously held the Assistant Professor of Marketing & Strategy position for 10 years as well as Program Director/Associate Dean of the Business Programs and the Chair of the Marketing, Management and Non-profit Departments at the School of Business at Fresno Pacific University.

Dan Walden, Ph.D.
Vice President Academic Affairs
Los Angeles City College

Dr. Dan Walden is currently serving as the Vice President of Academic Affairs at Los Angeles City College (LACC) with a diverse background in teaching, research, and administration. He has a PHD in Education with a focus in Higher Education Administration from Claremont Graduate University. He has many years of direct administrative experience, as a dean of academic affairs, dean of institutional effectiveness, and vice president of academic affairs. In addition, he has served as the administrator charged with facilitating campus planning (including program review), facilitating the SLO process, and overseeing the Office of Institutional Research. He completed college courses in five degree programs specifically focusing on ethnic and culture diversity and has worked with academic programs over the past thirteen years to improve effectiveness in serving under-prepared students coming from socio-economically depressed areas. For the past several years, he has served as a college Accreditation Liaison Officer (ALO). The visit to Saddleback College will be his 10th time to serve as a member of an accreditation team for ACCJC.

Melinda S. Womack, Ph.D.
Professor, Communication
Santiago Canyon College

Dr. Melinda Womack has been a college instructor since 1984. She has been a full-time faculty member in the Rancho Santiago Community College District since 1987 and currently teaches at Santiago Canyon College.

She is a tenured professor of communication and occasionally teaches a theatre class as well. She has served as a department chair (over 10 years, cumulative), an academic senator (6 years, cumulative), the Educational Master Plan, College Council and currently serves as the faculty co-coordinator for Student Equity. Dr. Womack has also served on four self-study — and two midterm committees for Santiago Canyon College. This external site visit to Saddleback College is her 7th visit.

What Is Accreditation?

Accreditation is the voluntary process for the evaluation of colleges and universities used by the higher education community. It is a quality assurance process through which institutions collectively set standards for good practice, conduct peer-based evaluations of institutions on a regular basis, confer accredited status on institutions, and make the results of accreditation review of institutions known to the public.

Through accreditation, the higher education community shoulders the responsibility for monitoring the quality of the programs and services of member institutions. Agencies that develop and apply standards are called accrediting commissions. Accrediting commissions were created by the collective group of institutions that wished to engage in the quality review and assurance process, and those institutions were and are referred to as the member institutions of commission.

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree-granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).

Accreditation Basics — A free online two-hour course on the basic principles of accreditation. Start by creating an account at the following link: **www.accjc-accreditationcourse.org/accjc.asp.**

Accreditation Steering Committee Tri-Chairs

Dr. Juan Avalos, Vice President, Student Services

Dr. Bob Cosgrove, Academic Senate

Craig Connor, President, Classified Senate

STANDARD I — Mission Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates a strong commitment to a mission that emphasizes student learning and achievement. The institution analyzes quantitative and qualitative data to continually plan, implement, evaluate, and improve the quality of its educational programs and services. The institution demonstrates integrity in all actions, policies, and communication.

STANDARD I COMMITTEE MEMBERS

Diane Pestolesi, *Co-chair*
Ken Brady, *Co-chair*
Apryl Boyd
Estella Castillo-Garrison
Bruce Gilman
Georgina Guy
Christina Hinkle
Paula Jacobs
Jennifer Klein
Patricia McGinley
Heidi Ochoa
Kendralyn Webber
Cadence Wynter

STANDARD II — Student Learning Programs and Support Services

The institution offers instructional, learning, and student programs that are aligned with its mission. The institution assesses its educational quality, makes the results available to the public, and uses the results to improve educational quality and institutional effectiveness.

STANDARD II COMMITTEE MEMBERS

Jenny Langrell, *Co-chair*
Suki Fisher, *Co-chair*
Khaver Akhter
Chris Alvarado
Marina Aminy
Kim Branch-Stewart
Ann Marie Breslin
Hollis Casey
Rich Chan
Brian Denney
Bruce Gilman
Jennifer Hedgecock
Christina Hinkle
Leslie Humphrey-Quirk
John Jaramillo
Rei Kamio
Ardith Lynch
Maria Mayenzet
Janet Miller
Vivian Nguyen
Kevin O'Connor
Heidi Ochoa
Donna Rane-Szostak
Parya Sadeghifard
Carolyn Seaman
Valerie Senior
Penny Skaff
Cora Swanson

STANDARD III — Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and effectiveness. Multi-college districts where responsibility for resources rests with the district, are responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD III COMMITTEE MEMBERS

Roxanne Metz, *Chair*
Catherine Arreguin
Robert Bramucci
David Bugay
Eugene Evancoe
Denice Inciong
Michael James
Ashley Kinder
Anthony Maciel
Jennie McCue
Bart McHenry
Vincent Pollizzi
Deborah Snyder
Shouka Torabi

STANDARD IV — Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

STANDARD IV COMMITTEE MEMBERS

Tony Teng, *Co-chair*
Ken Brady, *Co-chair*
Claire Cesareo
Kim d'Arcy
Tere Fluegeman
Lucy Hendrix
Denice Inciong
Jan Mastrangelo
Sophie Miller-Gilliland
John Ozurovich
Mike Sauter
Blake Stephens
Dan Walsh

Changes and Plans Arising From The Self-Evaluation Process

CHANGE, IMPROVEMENT, INNOVATION	TIMELINE	ANTICIPATED OUTCOME
Contextualized learning, accelerated learning models, reconfigured placement testing/assessment	Spring 2016	Improve outcomes in college progression for students starting at pre-college levels
The addition of a Dean of Online Education and Learning Resources	Fall 2016	Increased focus on online education outcomes in relation to College mission
Establish standard practice of reviewing committee purpose and charge	Winter 2016	Implement annual review system of formal committees
Establish standard practice of reviewing committee purpose and charge	Winter 2016	Develop a standard survey to examine effectiveness of the committee members
Development of a formal plan for online education	Spring 2017	Formalized planning and integration with resource allocation process
Establish policies and procedures related to online learning and student success	Spring 2017	Policies for online curriculum and processes
Protocols for authentication of students taking online courses	Spring 2017	Evolving authentication of students in online courses for academic integrity
Expansion and formalization of ISS by academic program	Fall 2017	Integrated ISS by program into program review and College-wide planning
Implementation of a reminder system for annual review of administrators, faculty, and classified staff	Winter 2017	Regular evaluation of managers, administrators and staff
New cycle of District-wide strategic planning process	Fall 2018	Updated and expanded environmental scan to ensure mission alignment
Procedures and guidelines for presenting information on division, department, and program websites consistently	Fall 2018	Consistent formatting and content of programs and departments on website
College publication timeline, especially related to recurring or annual publication	Fall 2018	Ensure clarity, accuracy, and integrity all persons or organizations

Changes and Plans Arising From The Self-Evaluation Process

CHANGE, IMPROVEMENT, INNOVATION	TIMELINE	ANTICIPATED OUTCOME
Linkage of more success metrics into College Strategic Plan	Summer 2019	Increased quantitative indicators for college planning
Addition of College-wide goal setting into College planning	Summer 2019	Use of goals or targets for program-level and institutional planning
Formalization of College-wide metrics and goals into strategic planning	Summer 2019	Formalization of KPIs and goals for strategic objectives
Disaggregation of SLOs in TracDat–Ethnicity	Summer 2019	Increased visibility in academic achievement by diverse students
Disaggregation of SLOs in TracDat–Instructional Method	Fall 2019	Summary report comparison of SLO's by instructional method
Address barriers to communication in regards to planning, processes, and procedures	Fall 2019	Improved communication, training, and planning related to District-wide processes and resource allocation
Additional tools to measure District-wide KPI's, consensus on methods of measurement	Fall 2019	Improvement of KPI's where there are currently gaps or lack of data

Changes and Plans Arising From The Self-Evaluation Process

Highlights from the Quality Focus Essay:

First Action Project: Student Success Metrics for Institutional Effectiveness

The college is embarking on greater focus upon meaningful goal-setting for various metrics across the institution. The Office of Planning, Research and Accreditation (OPRA) will champion plans to not only tie metrics from various state-mandated and accreditation-related indicators to the college's strategic planning objectives, but will surface these data through strategic indicator dashboards. This multi-year project includes rolling out program-level standards, vetting these through the college's governance processes, as well as consulting with various constituent groups on campus about data visualizations that promote inquiry and responsiveness to setting goals.

The following steps below are included in the implementation of the Action Project:

ACTION STEPS	IMPLEMENTATION DATE
Distribute a first-pass approach to creating program-level standards for review among deans and department chairs	October 2016
Integrate program-level standards into program review template/ process	February 2017
Hire a consultant for vetting the design and content of dashboards to promote meaningful goal-setting	February 2017
Create a professional development plan to train faculty, staff and administrators on the use of dashboards for goal-setting	April 2017
Collect feedback on pilot rollout of using the success metrics' dashboards to set goals	December 2017
Connect strategic planning goals or objectives to IEPI goals and ISS	January 2018
Integrate student success metric into Strategic Plan activities	April 2018
Confirm approval of integrated metrics	November 2018
Reflect on existing success metrics from dashboards and dialogue about process for setting new goals	December 2018
Create a process and standard for setting new goals and new standards each year	March 2019
Add student success metrics into resource allocation process	June 2019

Changes and Plans Arising From The Self-Evaluation Process

Second Action Project: Online Education Plan for Professional Development, Student Support and Institutional Practices

The growing prominence of online education at the state level through well-funded initiatives such as the Online Education Initiative (OEI), combined with college-level events such as the evaluation of the LMS, has brought renewed attention to online education as an essential element in need of analysis and assessment. This Quality Focus Essay (QFE) examines the current state of online education at the College and provides a roadmap for addressing three major areas: Professional development, student support, and institutional practices. As such, the three major outcomes for the QFE will encompassed in an *Online Education Plan*, which would address the need to:

Outcome #1: Systematize Professional Development for Online Education

Outcome #2: Coordinate Student Support

Outcome #3: Align Institutional Practices

ACTION STEPS	IMPLEMENTATION DATE
Solicit membership for an interdisciplinary Online Education (OE) work group to draft the Online Education Plan	August 2016
Complete an outline for the plan	September 2016
OE Committee reviews the outline, provides feedback	October 2016
Draft is completed	October 2016
Draft is shared with OE committee	March 2017
Draft is shared with governance groups	March 2017
Additional Revisions are made	April 2017
New draft shared with OE Committee	April 2017
New draft shared with governance groups	April 2017
Implementation dates/timeline set	May, 2017
Implementation begins for all major areas	August, 2017

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.

2014-2020 College Strategic Goals

Goal 1: Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions, and collaboration.

Goal 2: Saddleback College will promote students' success by enhancing the teaching and learning environment.

Goal 3: Saddleback College will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Goal 4: Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

ISLO 1: Effective Communication

Students completing a degree or transfer program at Saddleback College will be able to:

1. Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
2. Demonstrate the ability to express themselves clearly and the knowledge they have attained in various forms of writing.
3. Demonstrate the ability to communicate ideas orally to others in a clear, coherent, and structured fashion when speaking in one or more of the following modes: interpersonally, in small group settings, or in public presentations.

ISLO 2: Intellectual and Practical Skills

Students completing a degree or transfer program at Saddleback College will be able to:

1. Demonstrate competence in fundamental computing and information technology.
2. Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision-making.
3. Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
4. Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.
5. Work with others to develop creative, logical, and reasoned solutions to problems.
6. Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

ISLO 3: Community/Global Consciousness and Responsibility

Students completing a degree or transfer program at Saddleback College will be able to:

1. Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
2. Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.
3. Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
4. Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.

ISLO 4: Breadth of Subject Area Knowledge

Students completing a degree or transfer program at Saddleback College will be able to:

1. Describe the scope, key principles, and defining framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
2. Describe the scope, key principles, and defining framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.
3. Describe the scope, key concepts, and defining framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.

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

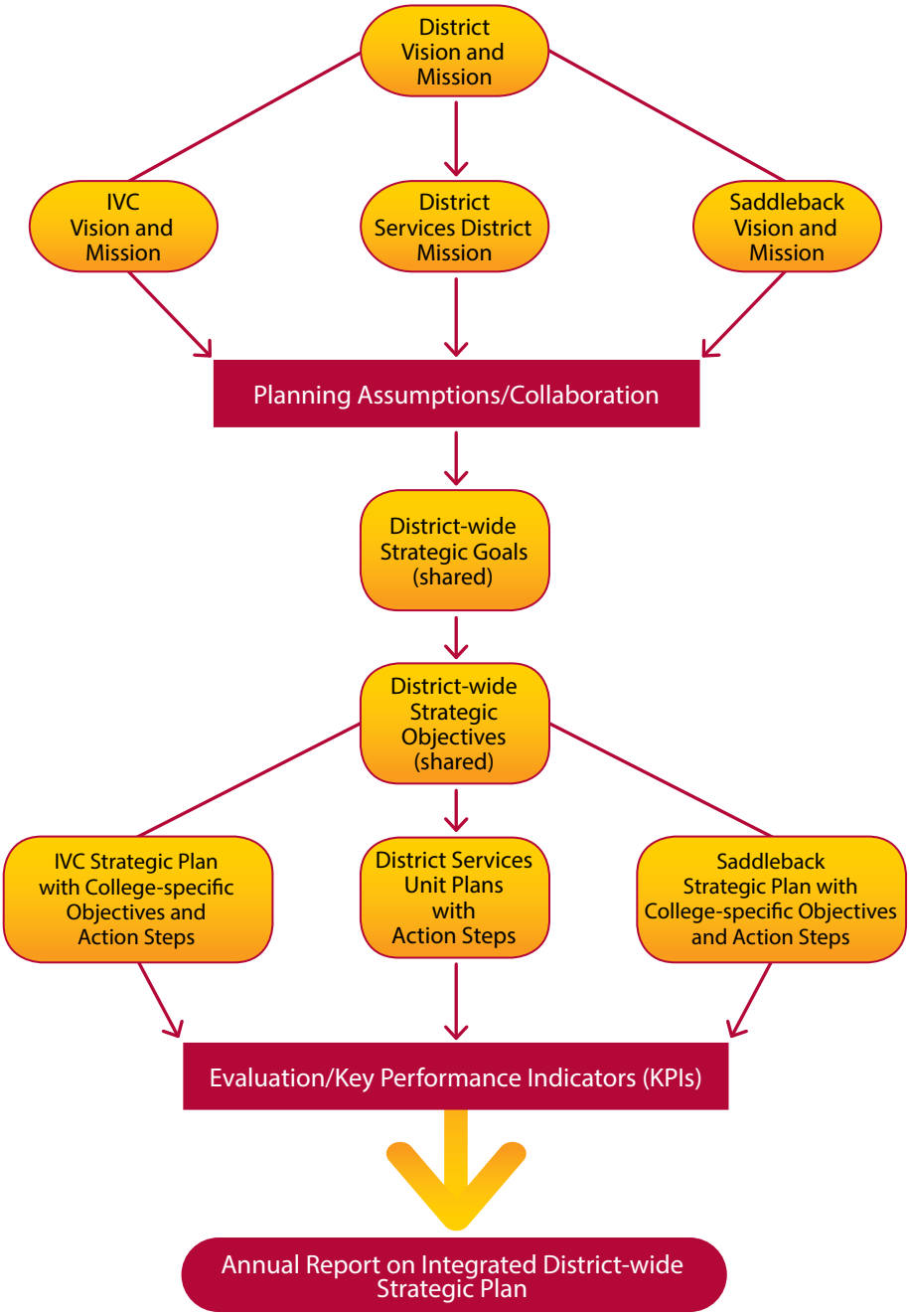
**Note. Based upon the new ISS created after the 2016 ACCJC Annual Report.*

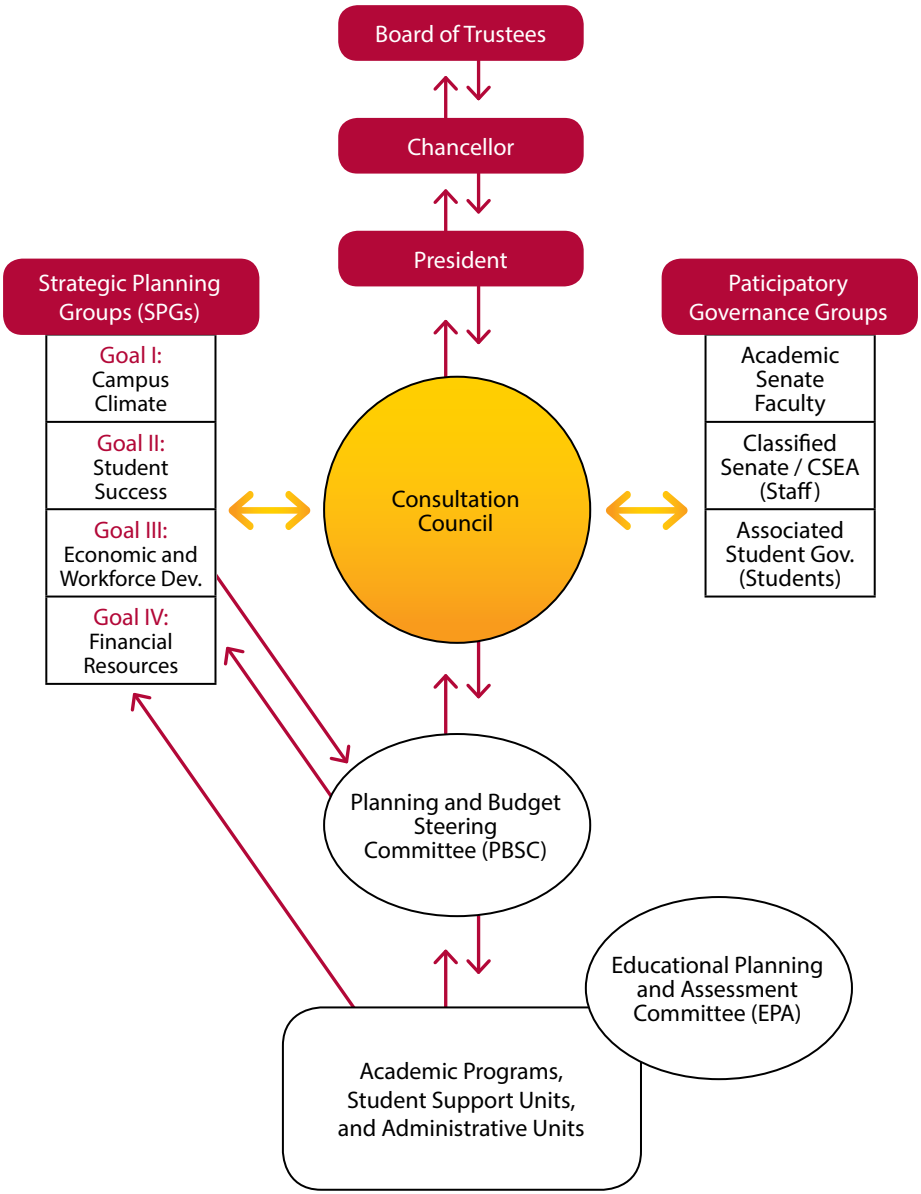
In its most recent year, the College is above all of the ISS it has created.

Grey boxed section denotes:

Definition of the measure

Integrated District-wide Strategic Planning Model




Board of Trustees
Chancellor
President
Strategic Planning Groups (SPGs)
Goal I: Campus Climate
Goal II: Student Success
Goal III: Economic and Workforce Dev.
Goal IV: Financial Resources
Consultation Council
Paticipatory Governance Groups
Academic Senate Faculty
Classified Senate / CSEA (Staff)
Associated Student Gov. (Students)
Planning and Budget Steering Committee (PBSC)
Educational Planning and Assessment Committee (EPA)
Academic Programs, Student Support Units, and Administrative Units

Resource Allocation Process Model

ALLOCATION

President Approval

CC will review and make a recommendation to the President.

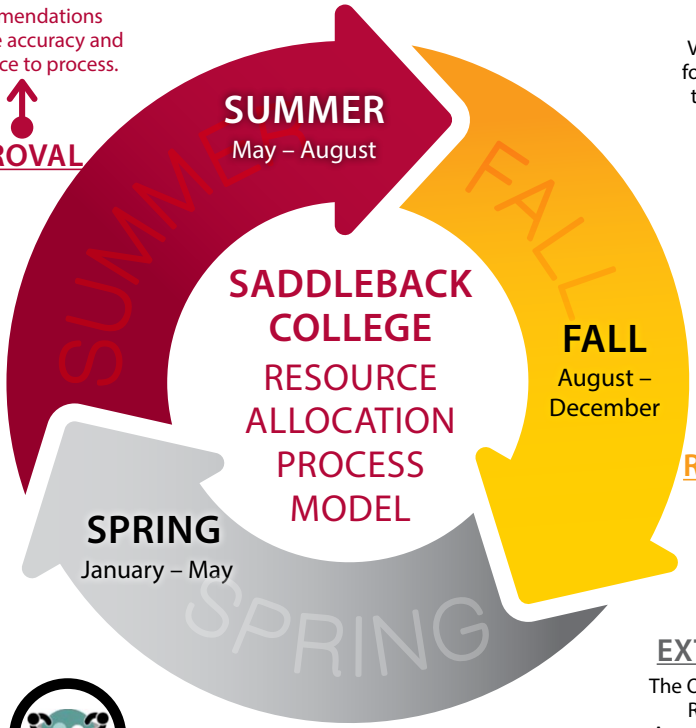
PBSC will review CRC recommendations to ensure accuracy and adherence to process.

APPROVAL

PBSC will review budgets and recommend funding to apply to CRC priorities as appropriate.

College Administrative Services will allocate appropriate funds to approved requests. (Year Round)

Off-cycle personnel requests (specialized grant; categorical, or general fund): Position need and justification will be brought to CC by respective Vice President for review prior to President's decision.



REQUEST

EXTRACTION

The Office of Planning, Research, and Accreditation extracts the data from TracDat and forwards the appropriate requests to the appropriate VP.

PRIORITIZATION

LEVEL I REVIEW
Prioritization by Division

LEVEL 2 REVIEW
Prioritization by Branch

Facilities and IT requests undergo content expert review.

LEVEL 3 REVIEW
College Resource Committee (CRC)

CRC will meet and create a single, unified list of "College-wide Resource Needs," by type.

LEVEL 4 REVIEW
Prioritization by CRC

SADDLEBACK
COLLEGE

SADDLEBACK COLLEGE
28000 Marguerite Parkway
Mission Viejo, CA 92692
949.582.4500
www.saddleback.edu

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:
Barbara J. Jay, Timothy Jemal, David B. Lang, Marcia Milchiker, T.J. Prendergast, III, Terri Whitt, James R. Wright
Johnathan Forde, Student Trustee • Dr. Debra L. Fitzsimons, Interim Chancellor
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