

PEER REVIEW TEAM REPORT

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

This report represents the findings of the Peer Review Team that conducted a focused site visit to Saddleback College on February 26 – 27, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Seher Awan
Team Chair

Table of Contents

Summary of Focused Site Visit.....	6
Commendations.....	7
Recommendations.....	7
Introduction.....	8
Eligibility Requirements.....	10
Checklist for Evaluating Compliance with Federal Regulations.....	12
Public Notification of a Peer Review Team Visit and Third-Party Comment.....	12
Standards and Performance with Respect to Student Achievement.....	13
Credits, Program Length, and Tuition.....	14
Transfer Policies.....	15
Distance Education and Correspondence Education.....	16
Student Complaints.....	18
Institutional Disclosure and Advertising and Recruitment Materials.....	19
Title IV Compliance.....	20
Standard I.....	21
I.A. Mission.....	21
I.B. Assuring Academic Quality and Institutional Effectiveness.....	22
Standard II.....	28
II.A. Instructional Programs.....	28
II.B. Library and Learning Support Services.....	31
II.C. Student Support Services.....	32
Standard III.....	35
III.A. Human Resources.....	35
III.B. Physical Resources.....	38
III.C. Technology Resources.....	40
III.D. Financial Resources.....	41
Standard IV.....	45
IV.A. Decision-Making Roles & Processes.....	45
IV.B. Chief Executive Officer.....	47
IV.D. Multi-College Districts or Systems.....	51
Quality Focus Essay.....	53
Appendix A: Core Inquiries.....	54
Peer Review Team Roster.....	56
Summary of Team ISER Review.....	57
Core Inquiries.....	58

Saddleback College
Peer Review Team Roster
TEAM ISER REVIEW

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Mission College
President

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East Los Angeles College
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ACCJC STAFF LIAISON

Dr. Kevin Bontenbal

Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.

**Saddleback College
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FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: Saddleback College

DATES OF VISIT: February 26, 2024 to February 27, 2024

TEAM CHAIR: Dr. Seher Awan

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to Saddleback College from February 26, 2024 to February 27, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on October 26, 2023 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 31 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends Saddleback College on its dedication to a student-centered environment driven by a palpable culture of collaboration and care that intentionally includes administrators, faculty, and staff in unified efforts to further student access, engagement, and success. (I.A.1)

Commendation 2: The team commends Saddleback College for their extensive work in developing and implementing intuitive, meaningful, and responsive instructor-level equity dashboards that have led to innovations and improvements to increase equitable student outcomes. (I.B.5)

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

Located in South Orange County, California, Saddleback College is a comprehensive two-year public institution. The College was first established in 1968 and since then, has grown from a small rural college to a campus serving over 22,000 students each semester. Saddleback College is one of two colleges in the South Orange County Community College District (SOCCCD) and is a federally designated Hispanic Serving Institution (HSI) within the region. Saddleback is widely recognized for its excellent and robust program offerings, with over 300 associate degrees, certificates, and occupational skills awards in 190 programs. The College also supports students with an active student life providing activities from student clubs to the Associated Student Government (ASG), an award-winning student newspaper, and more.

Within the region, Saddleback College has become a cultural and recreational hub, opening its new 8,000 seat football stadium in 2021, while offering cultural and arts events to the community. Its competitive intercollegiate athletic teams have further enhanced student life on campus while securing more than 100 conference, state, and national titles. The demographics of Saddleback College have changed over time, mirroring the region with an increase in Asian and Hispanic/Latinx students. One unique demographic observation has been the increase in student enrollment with students 17 years and younger, while the region has seen a decline in that age group.

Through the ISER Review, the team noted the institution's deep commitment to students and collaborative work across the institution to engage in continuous quality improvement. The team was impressed with the college's efforts to close equity gaps through comprehensive data discussions and professional development. Extensive discussions around data dashboards and literacy were deep and meaningful, creating a sense of engagement and passion from all stakeholders within the institution. The refinement of the College and District participatory governance structures was also notable, developing streamlined processes and more engaging collegial participation. The team was impressed with the District Integrated Energy Master Plan and the College's efforts to pursue Net Zero power usage as well as the strong fiscal health of the organization. Other significant processes observed during the ISER review were the clear guidelines and processes for course proposals, course revisions, and new program initiation as well as the significant work around student pathway identification and utilization.

At the Focused Site Visit, the visiting team enjoyed spending time with the campus community at the open forum. The College's pride, commitment to students, and love for the institution shined through. The team enjoyed the campus tour, especially viewing the new Gateway Building and learning more about the student-centered and collaborative workspaces. The intentionality with which the College has focused on the student experience when developing facilities and being responsive to the needs of students, post-COVID, was notable and appreciated. The team commends Saddleback College for their extensive work on developing instructor-level equity dashboards. The team was impressed with the functionality of the dashboards, the robust and responsive professional development offered, and the faculty-led

engagement at all levels of the institution. The team appreciated learning more about the SLO evaluation processes and learning from the department chairs, faculty, and deans about the internal processes to ensure consistency. Team members also had the chance to confer with district leadership, to celebrate the district's work supporting the colleges and highlighting strengths within their Human Resources, Facilities, and Resource Planning Departments.

Eligibility Requirements

1. Authority

The team confirmed that Saddleback College is authorized to operate as a public post-secondary degree-granting educational institution. The College has been in continual operation since 1968 under the authority of the State of California and is a part of the South Orange County Community College District. Saddleback College has been accredited continuously since its inception by the Accrediting Commission for Community and Junior Colleges (ACCJC).

The College meets the ER.

2. Operational Status

The team confirmed that Saddleback College is providing educational services leading to associate degrees and certificates for 22,605 students as of spring 2022. A substantial percentage of students are pursuing the goal of degree completion or transfer to a four-year College or University.

The College meets the ER.

3. Degrees

The team confirmed that a substantial portion of the educational offerings at Saddleback College are programs that lead to degrees, and a significant proportion of its students are enrolled in them. The college has 34-degree programs that are two academic years in length. The college has 70% of their students enrolled in credit pathways having a goal of earning a credential and/or transferring as their primary goal.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that Saddleback College has a CEO that does not serve as the chair of the governing Board. Board policies ensure that the CEO has appropriate powers of authority delegated to them. Dr. Elliot Stern was appointed by the SOCCCD Board of Trustees in November 2018.

The College meets the ER.

5. Financial Accountability

The team confirmed that Saddleback College uses a qualified external auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past three years. Any findings prior to that time were resolved. Audit reports are made available to the public via Board meetings and the College/District websites.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with standards as well as the specific checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The College meets the regulation. ACCJC did not receive any applicable third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The College meets the regulation.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i>

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the regulation.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
x	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
x	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The Team reviewed a subset of Saddleback College online courses and related Distance Education policies and procedures and confirms that the College meets the requirements.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the regulation.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Saddleback College emphasizes its dedication to providing high-quality education to a diverse student body, focusing on student learning and achievement as outlined in its mission. The institution conducts data-driven reviews of programs and administrative units to ensure alignment with this mission. It regularly updates its mission, utilizing quantitative data to evaluate progress toward mission-centric targets. Furthermore, the College publishes its mission publicly, integrating the mission throughout planning and unit/program review documentation.

Findings and Evidence:

Saddleback College's Mission, Vision, and Values Statements outline the institution's overarching educational mission: providing equitable and innovative educational experiences, and to support a diverse student body in achieving "personal, academic, and economic advancement." The college characterizes its degrees and credentials as "high-quality, career-building, and life-enriching." The values of the College are Empowerment, Excellence, Inclusivity, Integrity, Openness, Partnership, Success, and Sustainability, which are all consistent with its commitment to student learning and achievement. The campus culture is one of openness and inclusivity, with opportunities for success for students, classified staff, faculty, and administration. The empowerment of faculty and classified professionals is evident in the annual grants from the president's office for innovation, and the "Blossom" mentorship program for new faculty. All stakeholders across the College have been empowered to serve students in real and tangible ways to fulfill the College mission. The team was continuously impressed with campus initiatives to build community in student-centered ways. The spirit of student-centeredness resonated throughout each interaction the team had with college personnel, which supported and personalized the evidence presented in the college's ISER. (I.A.1, ER 6)

The evidence provided by Saddleback College demonstrates its active engagement in data collection and analysis to assess its effectiveness in achieving the College's mission. Student success and achievement data are collected and reviewed annually, while CTE datasets are analyzed biannually. Program Reviews follow a three-year cycle, the review process incorporates various data dashboards, enabling programs to assess key metrics specific to their programs and departments, including measures related to demographics and equity considerations. Additionally, the College's Strategic Plan demonstrates a data-driven approach to aligning institutional priorities with its mission. (I.A.2)

Saddleback College ensures its mission alignment through its triennial program review process, where each program and unit is required to develop its own mission in connection to the College's overarching mission. This mission serves as a cornerstone in the College's decision-

making process. Decision-making, planning, and resource allocation occur through the Planning and Institutional Effectiveness Committee and the College Resource Committee. These committees then report to the Consultation Council, the primary governance body. This process is conducted with mission alignment as its central guiding principle. (I.A.3)

The mission statement of Saddleback College is published widely on the College website, the course catalog, on the Consultation Council agenda, and across many governances and student handbooks. The mission statement of the College is reviewed on a five-year cycle, and the current mission statement was approved by the Board of Trustees in February 2021. (I.A.4, ER 6)

Conclusion:

The College meets the Standard.

Commendation:

The team commends Saddleback College on its dedication to a student-centered environment driven by a palpable culture of collaboration and care that intentionally includes administrators, faculty, and staff in unified efforts to further student access, engagement, and success. (I.A.1)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Saddleback College underscores its dedication to academic quality and institutional effectiveness through its clearly established goals and targets surrounding student outcomes and achievement. The processes in place to address these key metrics are well integrated into its strategic planning and unit/program review processes. These reviews serve as the driving force behind the institution's decision-making processes ensuring alignment between resource allocation and mission. The College has a well-defined structure for evaluating its own decision-making processes and governance committees and regularly communicates surrounding its self-evaluative results. The College implements a meaningful process surrounding SLO assessment that promotes dialog both about the most critical SLOs to assess, as well as improvements when SLOs are not being achieved at the desired levels. Saddleback identifies equitably meeting the needs of its students as "Goal 1" and supports this goal with adequate resources.

Findings and Evidence:

Saddleback College initiates and sustains dialog surrounding student equity and outcomes in several ways. Clear quantitative baseline data and targets are present in its strategic planning documents, including several equity focused measures. Additionally, outcomes and equity data are regularly reviewed through the unit/program review process. Dialog centered on continuous improvement of student learning and achievement is present throughout the college committee structure. (I.B.1)

The College has a systematic process for reviewing and assessing student learning outcomes across instructional and student service units. For courses, this process consists of assessing one SLO for each course per year. Saddleback implements a consistent, meaningful, five-step process for assessment. There is both documented dialog about choosing the most pertinent SLO to assess (in the “Identify” stage) as well as dialog on the results and whether further assessment the next year is needed. This works to promote more meaningful assessments as the departments can assess the SLOs that are most pertinent to the improvement work they are pursuing and prevents SLOs with consistently high achievement rates from being assessed repeatedly without purpose. (I.B.2, ER 11)

Saddleback consistently demonstrates a commitment to setting quantitative targets for student achievement and monitoring progress toward their continuous improvement goals. Both the targets and outcomes are publicly available through the strategic planning documents. Regarding institutional set standards, the College presents regular updates on the established targets and actuals through the Planning and Institutional Effectiveness committee and College Council and posts its annual accreditation reports with these numbers publicly on its website. (I.B.3, ER 11)

The use of assessment and outcome data to support student learning and achievement is built into several institutional processes. Objectives and activities that improve student learning and achievement are identified through unit/program reviews. In turn, these objectives inform key processes such as the faculty prioritization and the college resource allocation process, which utilize the data to contribute to the broader targets and mission of the College and to help determine the importance, urgency, impact, and overall value of a resource request. (I.B.4)

Saddleback College does an excellent job of assessing the accomplishment of its mission through establishing clear quantitative baselines and targets for its key performance indicators and monitoring their progress both through the ongoing strategic planning process and during triennial individual unit/program reviews. Both processes use consistent metrics that are clearly tied to the strategic priorities of the institution. The metrics are disaggregated by various student demographics, and the instructional data is disaggregated by mode of delivery. Saddleback has also implemented several institutional surveys to support decision-making for Student Services operations. These include the Student Services Satisfaction Survey, the Student Needs survey, and Graduate Exit Survey.

An innovative and user-friendly dashboard has been created for faculty to have access to their personal data, both historic and current, with filters by year, semester, course and section to support reflection at the instructor and classroom levels. The individual instructor data can be further disaggregated by student characteristics, ethnicity, gender, first generation, and low-income students. Faculty report using this tool to proactively adjust pedagogical strategies and activities to improve student learning outcomes and achievements. The team was impressed with the extensive work by the college in developing and implementing these intuitive, and user-friendly dashboards, the meaningful data they provide, and the collective use by faculty in driving innovations and improvements to increase equitable student outcomes. (I.B.5)

The College's program review process, along with the direct connection to the goals and metrics of the strategic plan, demonstrates a commitment to assessing outcomes and achievement of subpopulations of students. Clear goals around disproportionately impacted populations are outlined in both the strategic plan and the Student Equity and Achievement Plan. Ultimately, the College tracks its committed resources through its resource allocation process documenting the strategic goal each approved requests addresses to monitor the resources being committed to College Goal 1: "Ensure Student Equity in Access and Achievement". (I.B.6)

Saddleback College is diligent in regularly evaluating its policies and practices across all areas of the institution. The College's "Decision-Making Manual" is reviewed annually and helps ensure the effectiveness of decision-making groups and the governance structure in support of the College's mission. The Academic Senate regularly reviews its bylaws and practices to support policies surrounding instruction. Student Services departments and Administrative Units regularly evaluate practices through the triennial unit/program review process. The Educational Planning and Assessment Committee addresses overall quality improvement, and the College Resource Committee reviews its process and provides feedback for continuous improvements annually. These evaluations have led to changes at the College that include the streamlining and improvement of processes and practices. (I.B.7)

The College regularly and systematically communicates its assessment results and institutional data through presentations during Professional Development Week and ongoing discussions during planning and governance groups. The Office of Planning, Research and Accreditation provides dashboards for real-time data on student outcomes and conducts coaching sessions to enhance data interpretation. Feedback on completed unit/program reviews is provided by applicable deans and managers. Ultimately, instructional program reviews are sent to the Academic Senate for approval and posted publicly with all reviews. (I.B.8)

Saddleback College implements a clearly defined strategic planning process that is well connected to its unit/program review process, which in turn is directly connected to its resource allocation process including faculty prioritization. This is accomplished by first implementing a 5-year strategic planning process that includes the review and approval of its Mission, Vision and Values. The targets and goals established from this plan along with the College's 10-year Educational Master Plan are then used to inform other plans including the Technology Plan, the Facilities Plan, and the Student Equity and Achievement Plan. Individual unit/program review plans are then developed on the triennial cycle and directly link to the overarching strategic plan. The College's resource allocation process is then aligned to the unit/program reviews whose requests are aligned to the broader mission. (I.B.9, ER 19)

Conclusion:

The College meets the Standard.

Commendation:

The team commends Saddleback College for their extensive work in developing and implementing intuitive, meaningful, and responsive instructor-level equity dashboards that have led to innovations and improvements to increase equitable student outcomes. (I.B.5)

I.C. Institutional Integrity**General Observations:**

Saddleback College upholds institutional integrity by having clear policies and procedures that are broadly shared with stakeholders and the public through the college catalog, college website, board policies and administrative regulations. Student performance data is readily accessible through program reviews, data dashboards, and the annual ACCJC report, ensuring transparency in academic outcomes and informing plans for continuous improvement. The institution maintains a commitment to academic freedom while also implementing policies and regulations that promote honesty, integrity, and professionalism among all members of the College. Saddleback College is dedicated to maintaining a high standard of education quality and committed in its efforts to remain in good standing with all accrediting bodies.

Findings and Evidence:

Through both the College's website and catalog, Saddleback College provides accurate, clear, and up-to-date information to students, employees, and the public. Specifically, the College presents its mission statement, educational programs, student learning outcomes, and student support services information in the College catalog. In addition, accurate and current accreditation information is also presented on both the College's website and catalog. (I.C.1, ER 20)

The Saddleback College catalog is available online and as a printable PDF annually to current/perspective students and the public. The catalog contains all facts, requirements, policies, and procedures as required by the ACCJC. Each spring semester, an addendum is provided to students and the public with updated information. (I.C.2, ER 20)

Saddleback College student learning outcome data, program-specific achievement data, and a comprehensive SLO report, are available in program review reports, completed every three years. The data reports available within the program review are comprehensive and enable those engaged in the review process to reflect on student learning outcomes and program achievement data. The College also uses internal dashboards to present data from program and administrative unit reviews. The annual continuous improvement report provides clear communication of improvements and outcomes from the program review assessments. In addition, student achievement data and institutional set standards are also provided to the public through the ACCJC annual report. Saddleback College makes student success, transfer, and graduation rates available to the public through the Student Consumer Information website. (I.C.3, ER 19)

Information concerning certificates and degrees, encompassing the purpose, content, course prerequisites, and expected learning outcomes can be found on both the Saddleback College catalog and the College's website. (I.C.4)

The Saddleback College Office of Instruction initiates catalog development and institutional policies and procedures review semiannually. Various college workgroups are tasked with appropriate review and revisions on the catalog's pertinent sections. District Board policies and Administrative Regulations revisions are updated in the catalog development process as they occur. Additional data demonstrates that the Board and Administrative policies and procedures have a regular evaluation cycle. (I.C.5)

Saddleback College offers accurate information on the comprehensive cost of education, including non-resident and resident tuition, fees, and other required expenses. This information is primarily accessible through the College's website and catalog, the online class schedule provides links to the campus bookstore for specific course materials. For programs with a different fee structure, like Nursing, the department website offers additional information. Additionally, the Financial Aid Office assists students in exploring financial aid options to mitigate educational costs and provides a Net Price Calculator to enhance students' understanding of anticipated costs after factoring in potential financial aid contributions. (I.C.6)

Saddleback College and South Orange County Community College District (SOCCCD) emphasize their commitment to academic freedom and communicate expected responsibilities for all constituencies. Guided by Board Policy (BP) 4030, The District promotes the pursuit and dissemination of knowledge while safeguarding the integrity of the teaching-learning process for all members of the College community. Additionally, the institution's dedication to academic freedom is reaffirmed in the faculty's Code of Ethics section of the College's Faculty Handbook. (I.C.7, ER 13)

All employees of Saddleback College must adhere to BP 3050 and Administrative Regulation (AR) 3050, which outlines their responsibility to behave with honesty, integrity, professionalism, and quality in achieving the College's mission. Furthermore, AR 3055 extends similar expectations to Board members, students, employees, vendors, visitors, and the public. BP and AR 5500 detail the standards of student conduct and discipline procedures, with specific emphasis on defining academic dishonesty and outline the potential consequences for dishonesty. (I.C.8)

As outlined in the Saddleback College Faculty Handbook and the Faculty Code of Ethics, faculty are expected to present data and information objectively and foster an environment that encourages open discussion and the exchange of ideas. Faculty accountability for fair and objective presentation of data is ensured through student evaluations and formal evaluations for both part-time and full-time faculty, including the criteria of fostering professional relationships with students and promoting critical thinking. (I.C.9)

Saddleback College, as a part of the California Community College system, is open to all students without imposing specific beliefs or world views on them. The SOCCCD is committed to fostering a positive and respectful environment for everyone interacting with the College, including board members, employees, students, vendors, visitors, and the public through the adherence to acceptable behavior as described in the Institutional Code of Conduct detailed in BP and AR 3055. (I.C.10)

This standard is not applicable to Saddleback College. (I.C.11)

Saddleback College maintains compliance with ACCJC's Eligibility Requirements, Accreditation Standards, and all other Commission policies, guidelines, and requirements as evident by the College's past actions. The College's accreditation webpage makes the most recent reports available to students, employees, and the public. (I.C.12, ER 21)

In addition to maintaining good standing with the ACCJC, Saddleback College also maintains ongoing accreditation with the California Board of Registered Nurses for its nursing program, the Commission on Accreditation of Educational Programs for Emergency Medical Services Professions for its paramedic program, and the California Association for Alcohol/Drug Education for the alcohol and drug studies program on campus. The College currently maintains accreditation for its health information technology program by the Commission on Accreditation for Health Informatics and Information Management Education, however, the College is planning to withdraw from this accreditation commission at the end of the spring 2024 semester. (I.C.13, ER 21)

As a publicly funded, not-for-profit community college, Saddleback College prioritizes the well-being of its students and does not seek financial returns for investors or external organizations. To ensure adherence to this philosophy, the College, the District, and its governing board are guided by BP and AR 6340, Purchasing Contracts and Bids. Additionally, employees must submit a Statement of Economic Interests annually to prevent conflicts of interest with investors and to ensure compliance with Administrative Regulation 2712. (I.C.14)

Conclusion:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Saddleback College is focused on achieving its mission, helping a diverse student body achieve academic, economic, and personal success. The College offers a wide range of programs and services available to all students. All programs are offered in multiple modalities, locations, and at multiple times. Following standards of rigor and quality that are set by Title V and partner institutions and industries, the College creates and reviews programs, making these review assessments available to the public via data dashboards. The College uses these results and assessments to improve the quality and effectiveness of the programs offered. The general education requirements in degree programs are clearly defined in the catalog to ensure breadth of knowledge and promote inquiry.

Findings and Evidence:

The team reviewed District data, course revision guidelines, and the website and found that all instructional programs are offered in fields of study consistent with the institution's mission. There are many degrees and certificates online, demonstrating numerous means of delivery consistent with the student body's needs. Programs are reviewed every three years with special attention to their alignment with the College's mission. The course revision guidelines, as part of a five-year process, address appropriateness to higher education. Student attainment is measured with District data on degrees and certificates. (II.A.1, ER 9, and ER 11)

Saddleback College offers instructional programs, which align with the College's mission and are appropriate for their student body and community needs. There is a clear commitment to continuous improvement and finding students that need more assistance to achieve college success, evidenced by Saddleback's efforts to close equity gaps through different measures. The College has processes in place to adapt to changing community and student needs, including clear guidelines for new course proposals, course revisions, and new program initiation. The College also reviews data through its program review, strategic planning, and educational master planning processes to identify problem areas and, in turn, develop institutional priorities along with goals and objectives to meet the diverse educational needs of its students. The College relies on a clear institutional student learning outcomes assessment cycle, the Curriculum Committee, Educational Planning and Assessment Committee, and program review processes to systemically evaluate and improve instructional courses, programs, and related services. The College provided ample evidence that there is widespread faculty, part-time and full-time, involvement in the assessment process, which results in the continuous improvement of instructional programs and courses. The College is to be commended for clear and front-facing procedures regarding outcomes and assessment. (II.A.2)

The College identifies and regularly assesses learning outcomes for courses, programs, and degrees. These processes are outlined in handbooks for the creation and evaluation of courses, programs, certificates, and degrees. Officially approved course outlines are housed in META, and the College is in the process of moving student learning outcomes into META as addenda to the COR. The team recognizes the efforts that the College has made to migrate course outlines during software changes and updates, and the system of checks related to syllabi and SLOs that is the work of classified professionals, faculty, and administration. All of this ensures that course syllabi with accurate SLOs are available to students for every class. (II.A.3)

The course numbering system included in the catalog distinguishes pre-collegiate level curriculum from college-level curriculum. The team has also reviewed the Guidelines for Course Review used with all courses. The College supports students in learning the knowledge and skills necessary to advance by assessing needs in the Student Needs Survey and providing many different tutoring and Library services. (II.A.4)

The team reviewed board policies, webpages, curriculum and program review guides, and examples of program reviews that show that the College's degrees and programs follow common practices in American higher education for courses and programs. The College articulates transfer courses to UC and CSU and has created patterns for transfer and associate degrees for Transfer (ADTs). The College uses the PCAH and Academic Senate guidelines for courses and programs. (II.A.5, ER 12)

The team reviewed schedules and screenshots of scheduling tools used in the creation and modifications to the schedule. The College has a robust review system based on enrollment in courses and can complete quick changes to the schedule based on fill rates. The College matches course offerings with the Guided Pathways Program Mapper to ensure courses are offered to meet students' needs. This allows students to complete certificate and degree programs within expected periods of time. (II.A.6, ER 9)

The team reviewed planning and training materials related to teaching in different modalities and methodologies, which demonstrates the College's commitment to addressing the diverse and changing needs of students. The College has learning support services available in different modalities. The College is supporting equity and success for all students by its commitment to training and offering different modalities of instruction to students, based on need. (II.A.7)

The College validates the effectiveness of department-wide course and/or program examinations, including those for Chemistry and Nursing. For Nursing, the College uses third party tests for admittance into the program. The nursing program is tracking validation data for the HESI test that first started two years before the date of writing. (II.A.8)

Saddleback College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The team reviewed samples of course outlines, programs, and program websites and found that the College awards units of credit consistent with institutional policies that reflect general norms in higher education. The close tie between SLOs and PSLOs

demonstrates the College's commitment to quality programs. The calculated hours for clock-to-credit-hour conversions are consistent with Title V and are summarized in administrative regulations. (II.A.9, ER 10)

Students are provided with clear information on the transferability of courses based on articulation agreements with other university systems. This is done through the College's catalog and online academic planning tools. These are supported by administrative regulations and board policies. The policies in place for accepting transfer credits are clearly stated in the catalog. When courses are evaluated for transfer credit, there is a clear procedure for approval. (II.A.10, ER 10)

All degree programs offered by the College incorporate learning outcomes outlined in the General Education policy and are detailed in board policy and administrative regulations. They include communication, information, quantitative, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives and program-specific learning outcomes. (II.A.11)

The College Catalog contains a statement of the philosophy on general education for associate degrees. The faculty on the General Education Committee and Curriculum Committee, with the Articulation Officer, determine the courses appropriate to be included in degree programs. These areas of general education include those required in the transfer patterns for both public and private universities and local degree requirements for general education representing lifelong learning, arts and humanities, mathematics, sciences, and social sciences. (II.A.12, ER 12)

The learning outcomes for degree programs are clearly identified in the Learning Pathways Program Mapper and include at least 18 units in courses in inquiry or interdisciplinary core. Students achieve mastery of key theories and practices through the courses in the programs, and learning outcomes are identified and tracked from course to program through the Program Review process. (II.A.13)

Through robust external partnerships and regular reviews of programs, labor markets, and externships, graduates completing career-technical certificates and degrees demonstrate competencies that meet professional standards. These external partnerships are formed through formal meetings, tours, guest speakers, and regional events, which lead to curriculum alignment. The College provides job information to students through "Handshake," which uses student data on coursework and interests to connect them to potential employers. (II.A.14)

The College has processes in place for examining the viability of a program. If a program is to be eliminated, the College places provisions that allow students to complete their courses of study. For changes, students retain catalog rights, described in the catalog and Student Handbook. (II.A.15)

Courses are reviewed for quality and currency every five years through established processes. Programs are scheduled to be reviewed every three years. This is inclusive of all courses, degrees, and certificates regardless of delivery mode. These reviews are intended to improve programs and courses to enhance learning outcomes and achievement. (II.A.16)

Conclusion:

The College meets the standard.

II.B. Library and Learning Support Services

General Observations:

Library and learning support services at Saddleback College offer comprehensive services and tools for students, faculty, staff and the community. Materials and services are available to students and personnel responsible for student learning and support, regardless of student location or modality of delivery (face-to-face, hybrid, or online). The library serves the many communities within the College and surrounding community. Both the library and learning support services engage in extensive assessment for improvement. There is substantial reliance upon appropriate expertise of faculty, including librarians and other learning support services professionals, for equipment and collections. The team noted the College's efforts to shift funding and resources during the COVID-19 pandemic to pivot and continue to provide library resources during the lockdown. Librarian access, via in-person or Zoom, adds flexibility and a personal touch to students seeking their expertise.

Findings and Evidence:

The library and learning support services are integral parts of the College's pursuit of its mission. The library offers traditional library resources and services and unique and non-traditional offerings to enhance the student experience. The library championed a Chromebook check-out program and workstations. Librarians not only provide face-to-face classes for information competency, but have created self-paced online workshops that can be embedded in Canvas for online students. The library and learning support services are committed to continuous improvement of the services offered. The library engages in a library services satisfaction survey administered to students each spring and additional evaluation tools to assess the student experience. The Administrative Unit Review (AUR), completed every three years, provides an additional opportunity for the library to assess its effectiveness. In tandem with library services, the college has a Learning Resource Center (LRC) that provides a myriad of support services for students, including expanded tutoring options, specialized tutoring for Nursing and Pre-Nursing students, support for DSPS designated students, ESL support, online student mentors and embedded tutoring. The PASS program is commendable, focused on providing not only learning support for athletes, but promoting academic accountability between teachers, coaches and their students. The LRC uses the AUR for regular review of services provided but does not appear to survey its users as robustly as the library. (II.B.1, ER 17)

The library is responsible for the selection and maintenance of equipment and materials used to support student learning and students in reaching their educational goals. The scope of the selection and maintenance includes following the guidelines in the Collection Development Policies Manual, and regular surveying of faculty to assess needs. The library provides 137 different databases, with renewal assessment based on data monitoring of usage and relevance. Strategically, librarians are assigned specific areas of the collection matching each librarian's expertise, resulting in library resources that are high quality and responsive to constantly changing student, faculty and community needs. Both the library and the Learning Resource Center also strive to monitor evolving needs via the AUR process. The LRC is to be recognized for the Learn2Earn program, providing over 700 students with a loaner laptops for remote instruction. (II.B.2)

In addition to assessment and surveys mentioned previously, both the library and the LRC use administrative unit outcomes (AUOs) to annually assess program effectiveness, using the data from these assessments to determine whether AUOs have been achieved. Beginning in 2022, the library started an audit process of diversity resources. This allows the library to provide a more diverse learning experience for targeted student groups, including students with disabilities and Latinx students. (II.B.3)

The College collaborates with other institutions and sources for library and learning support services. The institution takes responsibility for security, maintenance, and reliability of services provided, including appropriate invoices, licenses, and vendor agreements. The library contracts a hosting agreement for its authentication system, EZProxy, allowing users to access materials from off-campus. The library holds a membership with the Community College League of California Library Consortium, expanding the number of databases librarians have access to use for college purposes. (II.B.4, ER 17)

Conclusion:

The College meets the standard.

II.C. Student Support Services

General Observations:

Saddleback College has demonstrated a commitment to providing high quality student support services. The College uses an Administrative Unit Review (AUR) process to assess the efficacy of its programs and services. Regular surveying of the student "customer" is conducted across different service areas and programs, to include counseling, EOPS, and tutoring. A comprehensive Student Support Hub gives students access to student technical support, tutoring, counseling, library services, career resources, financial resources, career placement, CalWORKS, EOPS, DSPS, admissions and records, military connected student resources, international student programs, student health center, transfer center and academic reading center.

Findings and Evidence:

Saddleback College has a comprehensive AUR process that requires participation from all student services programs. This process requires a review of AUOs meant to develop a model for continuous assessment and improvement. The tools developed to address the AUR process are robust and include an annual review of the student service areas (regardless of delivery modality) and regular and ongoing survey assessment. An AUR handbook provides a “one-stop-shop” for any student services area to review the codified process and provides consistency of review across the service areas. Full training on the AUR process and annual reports highlight an established and well-maintained assessment approach. (II.C.1, ER 15)

Saddleback College provides equitable access to services for its students. Student support services are provided in various modalities. Robust counseling practices ensure that equitable support is provided to students from onboarding to educational plans and student success services. The Student Services Support Hub provides a means for students to access services remotely, allowing flexibility for students. (II.C.2)

To ensure key student needs are not being overlooked, the college regularly surveys students not only on existing services, but those the college may need to create. One such survey is the Promise Survey, which allows students in the summer prior to their first semester to indicate support needed before the first day of classes. This proactive approach allows Saddleback College to anticipate needs and, as a result, have increased retention rates. (II.C.3, ER 15)

Saddleback College has a Student Development Office offering many opportunities and services for students. These include a variety of student clubs and extracurriculars, as well as various workshop opportunities promoting student success and special events, each completing AURs on cycle. In addition to the AUR process, all activities involving athletics are assessed and monitored by the College’s Kinesiology and Athletics Division. This not only helps ensure Title IX compliance, but also serves as a mechanism to evaluate existing programs and provide recommendations for new programs. (II.C.4)

Saddleback College has a robust counseling support system to help students navigate their educational journeys. Besides general academic counselors, the College also uses embedded counselors for programs such as DSPS and EOPS. Students use the College’s My Academic Plan (MAP) tool to monitor their academic progress. In addition, students are provided various organizational tools and guidance to guide their academic pathways. Outside of academic and career counseling, the College provides personal counseling services for short-term mental health support. In addition, Student Success Coaches help to provide additional support to students, connecting students to additional services, as needed. Regular professional development is provided to counselors to ensure students have quality and consistent counseling experiences. (II.C.5)

Saddleback College has clear admission policies for students, with specific BPs and ARs outlining processes and procedures. Aligning with the broader state policies for community college admission, the college ensures that all who are eligible to apply are aware of the standards.

Access is emphasized, and upon entering the college, students have options for classes in academic planning, career exploration, college success, study techniques and other possibilities to promote a positive student experience. Similar courses are also made available to high school students that are part of dual enrollment. For students seeking continuing higher education after graduating from Saddleback College, transfer pathways are made available, utilizing the MAPs tool to provide resources to students. (II.C.6, ER 16)

To complement its admission policies, the College has streamlined its admission and placement process to ensure compliance with AB705. Both traditional and non-traditional students are provided guidance and services to self-select the best educational choice for English and Math. To assess the shift from standardized tests to self-placement, the college dedicated resources to determine the results of the change. Saddleback was recognized as a top-three community college for campus-wide transfer-English throughput. For math, it discovered mixed results, with a general increase in success rates when controlled for modality and pandemic learning effects. (II.C.7)

Saddleback College maintains permanent, secure, and confidential records related to students. The College upholds a standard of backing up all student records regardless of form. This includes pre-digital files in both microfilm and hard copy formats. Digital files are created with the use of MySite and ImageNow, and all digital files are backed up using Rubrik. This provides backups of files both locally and cloud-based. To meet all obligations required by FERPA, student files are only accessible to administrators, faculty, and classified professionals only in roles that have legal access. To help ensure FERPA compliance, the District requires FERPA training for all employees. Students requesting their own educational records must validate with a proper government ID or a college approved ID to gain access. (II.C.8)

Conclusion:

The College meets the standard.

Standard III Resources

III.A. Human Resources

General Observations:

The SOCCCD Board of Trustees (BOT) and Saddleback College have established appropriate policies, procedures, and rules to recruit and retain enough qualified faculty, classified professionals, and administrators to carry out their educational mission. They verify qualifications through their recruitment process and provide training in equal employment opportunity practices. The college and district follow ACCJC Policy statements and guidelines, Educational Code, collective bargaining agreements, and Board policies and Administrative Regulations for recruitment, retention, and discipline of employees. Funding to maintain adequate staffing levels is a well-developed process and college-level staffing needs are met. Employees are trained, given professional development opportunities, and evaluated to ensure they are supported and able to meet their positions' requirements. The importance of diversity and equity is communicated, and training is required of employees.

Findings and Evidence:

The College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff in accordance with Board Policies and Administrative Regulations, which are administered by the SOCCCD Office of Human Resources (OHR). Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The SOCCCD and College rely on established processes to hire the most qualified faculty, considering both subject matter expertise and requisite skills. To be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement and established by state law. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population.

(III.A.1)

Board Policies and Administrative Regulations are developed by the Board Policy and Administrative Regulation Advisory Council (BPARC) and describe in detail the employment procedures used to ensure the recruitment and hiring of highly qualified faculty. The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. Saddleback College consider factors of qualification in the hiring of faculty including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include the development and review of curriculum and the assessment of learning. (III.A.2, ER 14)

Administrators and other employees possess the necessary qualifications to sustain institutional effectiveness and academic quality. The College follows Title V regulations, established BPs and ARs 7121 and 7122. Job descriptions, required criteria, and qualifications, are developed by subject matter experts and reviewed by the Office of Human Resources (OHR). Job announcements clearly define desired qualifications, knowledge and abilities needed to support the institution and its mission. (III.A.3)

The College ensures that applicants applying for positions requiring higher education degrees are required to submit transcripts that indicate degree conferral from institutions accredited and recognized by U.S. accrediting agencies. Per AR 7121, The OHR verifies schools are accredited and collects official transcripts of new employees within the District. Equivalency verification is confirmed by discipline experts, including the division dean or school chair per AR 7123 and AR 7124. Individuals who have completed coursework or degrees in a country other than the U.S. must follow the process for obtaining a certified U.S. evaluation. (III.A.4)

The OHR oversees evaluations for all District personnel. All College employees are systematically and regularly evaluated using established written criteria listed in bargaining unit agreements, BP 7150 and AR 7150. Managers and administrators are responsible for ensuring employees are evaluated in a timely manner. Bargaining unit agreements document evaluation timelines, performance of assigned duties, participation in institutional responsibilities and other activities employees are evaluated on. Supervisors are encouraged to identify goals and areas for growth with their team members in the next review period. The Executive Director of Human Resources reviews all evaluations with “needs to improve” ratings to ensure that supervisors provide employees with detailed improvement plans. The team appreciates the OHR and Saddleback College in their implementation of structured and timely evaluation processes. (III.A.5)

Standard III.A.6 is no longer applicable

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. College budget and resource allocation practices ensure enough full-time and part-time faculty are available to fulfill all the responsibilities essential to the quality of educational programs and services at the College. Per Title V, Saddleback College complies with the FON after using emergency condition allowances during the pandemic. Saddleback College has an established faculty hiring process, which incorporates recommendations from the Faculty Hiring Prioritization Committee. The number of full-time faculty hired is determined by the president and based on program need, College priorities, FON considerations, and College fiscal health. Part-time faculty are hired at a department-level on an as-needed basis to ensure student needs are met. (III.A.7, ER 14)

Saddleback College has documented employment policies and practices to ensure that all part-time faculty are oriented, receive oversight, receive timely evaluations, and have access to professional development. The College is intentional about curating opportunities to integrate

part-time faculty into the life and operations of the institution. The OHR hosts onboarding orientations within departments and divisions for part-time faculty, covering many topics in-depth. The Faculty Center supports part-time faculty with one-on-one training and support. Part-time faculty are also invited to attend PD week and receive stipends for participation in professional development and engagement in other strategic college initiatives. (III.A.8)

Saddleback College has a sufficient number staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College identifies, prioritizes, and funds its human resources needs, including classified professionals, through its resource allocation process using data from AURs and planning documents. Vacant positions are reviewed by the College's executive team and compared against all needs of the institution to ensure an appropriate and responsive reallocation of resources, as needed. (III.A.9, ER 8)

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. The administrative structure is informed by the College's AURs and resource allocation process. Reorganizations are presented to College Council as information only items. Appropriate expertise is included in all administrative hiring processes. The College administrative team is stable with little to no vacancies. (III.A.10, ER 8)

SOCCCD and the College maintain policies and regulations to support fairness and equity in all employment practices. The institution establishes, publishes, and adheres to written policies and procedures available for information and review. All policies are fairly and equitably administered. The BPARC regularly and systematically reviews and updates BPs and ARs. The OHR and Vice Chancellor of Human Resources publish BPs and ARs related to personnel on the District's website and disseminate the information widely. Negotiated collective bargaining agreements contain grievance procedures to contract violations and other specific categories regarding personnel. The OHR ensures all grievance procedures are consistently and fairly administered. BPs and ARs 3420, 3425, 3430, and 3433 include additional oversight concerning discrimination, sexual harassment, and EEO and reporting procedures. (III.A.11)

Saddleback College utilizes BPs and ARs to create and maintain appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission. BP 7100 and 7120 are good examples of the institution's commitment to diversity, equity, and inclusion. Diversity, equity and inclusivity are included in the College's Mission, Vision, and Values statements. The District's Equal Employment Opportunity (EEO) Plan is being implemented, updated regularly, and monitored by the District's Director of EEO, Equity, and Compliance Programs. There are numerous professional development opportunities within the District and at the College made available to all personnel. Confidentiality of personnel records is continually reinforced to all OHR personnel. (III.A.12)

The institution upholds a written code of professional ethics for all personnel, including consequences for violation. Saddleback College upholds a written code of professional ethics for all personnel, including consequences for violation. Unethical behavior is addressed through administration, the evaluation process, and outlined in BP and AR 3050 and 3055. The Board of Trustees sets standards for its members' conduct through BP 2715 and BPs/ARs 2710 and 2712. Additional codes of ethics are enforced by the Academic Senate, California School Employees Association, and Peace Officers Association. Mandatory ethics training is periodically delivered to all district managers. (III.A.13)

Saddleback College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses their results as the basis for improvement. The College's Strategic Plan 2020-2025 documented professional development as a primary objective. This included professional development and funding opportunities both internally and externally. The College's Flex Week serves as an opportunity for all college personnel to engage in professional development. Surveys are used to assess and improve professional development sessions and personnel needs by constituency. Full-time faculty are required to complete 37.8 hours of professional development annually. The OHR also coordinates and documents state-mandated trainings for all employees and conducts new employee orientations. A Staff Development Funding Committee of the Classified Senate manages professional development funding for classified professionals. BP and AR 7161 oversees professional Growth and Development Leave for Administrators and Classified Management Personnel. (III.A.14)

The institution securely maintains employee data in electronic form through the OHR, access is limited to Human Resources and supervisory personnel. Medical records are secured separately from the personnel files. Consistent with state law, Board Policy, and collective bargaining agreement provisions, employees may also view their own personnel files. (III.A.15)

Conclusion:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Saddleback College has comprehensive short-term and long-term planning processes that provide robust information and clear procedures for prioritizing requests and allocating resources. As a basic aid district, Saddleback College has the advantage of additional funding, which they leverage to support student needs and provide resources above the baseline priority requests. The District allocates part of local property tax receipts that exceed general purpose revenue entitlement derived from the State of California funding formula towards capital planning for Capital construction, facilities renovation, infrastructure projects, scheduled maintenance, and site development. The College has multiple plans to assess its physical

resource needs and the priorities of the College and District. Data is required for any resource requests and to help justify needs. Revenue is forecasted as well as one-time and continuing costs to support physical resources. Total ownership cost is calculated and considered with physical resource maintenance and new construction. There is College participation and transparency with processes and outcomes.

Findings and Evidence:

Saddleback College is a basic aid district with clear allocation and planning processes for its physical resources. There are many plans and planning processes shared in the evidence with the Decision-Making Model demonstrating how all College/District plans align and support student needs. The plans used to inform decision making include: the Five-Year Construction plan, Twenty-Year Facility Condition Assessment, College and Districtwide Technology Plans, College and Districtwide Facilities Master plans, as well as plans related to sustainability, energy, underground utility conditions, and hazard mitigation. The rubric used for resource requests over \$2,000 in the resource allocation process considers program importance (benefits), urgency, strategic impact and overall return on investment. The board policy for campus police and safety services and the Clery Act reporting, provide evidence of a safe and secure learning environment. Offsite learning sites have agreements to assure safety and sufficiency and proactive communication as issues arise. (III.B.1.)

The College provides evidence that they are using a rubric to prioritize projects based on program importance, urgency, strategic impact and overall value. Consideration is also given if the costs are one-time or ongoing. The utilization of facilities capacity to load ratios as well as classroom and lab efficiency evaluations allow the college to be informed about needs objectively. Evidence also includes clear communication about items funded. (III.B.2.)

The prioritization rubric and the resource allocation process are provided as evidence that the College assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. Budget priorities are shared showing alignment with college goals. Utilization data is used evaluate facilities and equipment on a regular basis. (III.B.3.)

Saddleback College provides evidence that total cost of ownership is considered in the prioritization and resource allocation process. Additionally, the prioritization process considers institutional goals. Many examples are provided to demonstrate how these principles are applied in alignment with the standard. Long-range capital plans support the College's institutional improvement goals and inform new construction and renovation projects. (III.B.4.)

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Saddleback College in coordination with its District has significant resources and infrastructure dedicated to technology planning and implementation. The College and District are well-staffed and equipped with appropriate software, hardware, and equipment to support staff and students in technology use. Adequate training and support resources are available and proper procedures and policies are in place to ensure a safe and secure technological environment. The College works diligently to ensure that both its students and staff have adequate access to the tools they need for academic success on and off-campus.

Findings and Evidence:

Utilizing the Basic Aid funding that supports the College and the District, Saddleback dedicates significant resources to technology services. These funds are used to upgrade and maintain facilities and infrastructure and comprehensive hardware upgrades to classrooms, labs and employee workspaces. Both local and District IT are involved in planning and implementing the 10-year Technology Strategic Master Plan. The District and local IT departments are well-staffed and equipped with a variety of technical support tools for students and staff. (III.C.1)

Following the comprehensive District Technology Strategic Master Plan and utilizing input from students, employees, the IT departments, and the requests present in the triennial program review process and annual resource allocation request process, Saddleback is continuously planning for and updating its technology. Resource allocation processes align to the mission of the college, ensuring projects that are approved work directly to support the College's mission, operations, programs and services. (III.C.2)

Saddleback College in coordination with its District is committed to maintaining safe and secure networks for users both on and off-campus. With the adoption of AR 3729, guidance was instituted to detect security vulnerabilities. Significant resources are dedicated to maintaining the College's network. To ensure students have access to the technology they need to succeed, the college surveys students prior to the start of their first semester to assess technological needs. Students are given information about how to obtain necessary equipment including in-person and online technical support. For employees, Technology Services works directly with individual programs to ensure that they have reliable access on and off-campus to the tools they need to work and serve their students efficiently and effectively in multiple modalities. (III.C.3)

The College supports its staff and faculty in the use of technology through online training modules, a broad array of "how-to" manuals, and funding for professional development activities. Faculty are supported through the Faculty Center's instructional technology support staff who assist in the building, maintenance and use of Canvas shells and other instructional tools. All staff and faculty are supported through the incident ticketing system. Students are provided technical support via phone, email, and zoom. (III.C.4)

The College and the District have a comprehensive set of policies and regulations that guide the institution in the appropriate use of technology. Additionally, there are instructional resources for faculty surrounding the use of Canvas and other online teaching tools. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

SOCCCD is a Basic Aid district, allowing for significant resources to support student success through structured financial planning and resource allocation processes. The College has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness and manages its resources with a high degree of integrity to ensure financial stability. Resources are sufficient to cover long-term liabilities and unanticipated expenses. Long-term liabilities are fully funded. Proper internal controls are instituted and evaluated by an internal and external auditor. An Audit Committee exists to review results of audits. Communication of resource request processes and allocations is made available to the institution. The District utilizes the District Resource Allocation Model (RAM) to document and communicate resource allocation processes with all constituency groups and governance groups.

Findings and Evidence:

Saddleback College has financial resources that are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Documented District and College-level resource allocation processes exist and are assessed annually. Both the District and College plan for long-term financial stability and keep healthy reserves. The College is required to maintain general fund reserves of no less than 3.5% of projected unrestricted expenditures. The District maintains a 7.5% reserve of projected unrestricted revenue and a “basic aid reserve” of no less than 20% basic aid funds. Cash flow is monitored, and a BP and AR on cash management are in place to specify proper handling of cash. The district engages in internal and external audit processes and has received unmodified opinions with no material weaknesses in internal controls. (III.D.1, ER 18)

The District and College have established budget principles and processes that ensure that the mission and goals are the foundation for financial and institutional planning. Institutional plans and program and service area unit plans are the basis of resource allocation. The College uses a rubric to prioritize resource requests to ensure sound financial practices, stability, and responsiveness to student needs. The College Resource Allocation model is well documented and communicated. Financial information is broadly communicated at both the District and

campus levels through budget presentations to the Board of Trustees and participatory governance groups. (III.D.2)

District and College budget processes are clearly defined. Board Policy and Administrative Regulations are clear in defining the processes related to budget preparation and the allocation process. All constituencies are able to participate in the development of institutional plans and the resource allocation process at both the College and District levels. The College's annual resource allocation process is assessed and updated annually by the College Resource Committee. Budget development and resource allocations are communicated broadly to all employees. (III.D.3)

The District and College budgets reflect realistic assessment of financial resources. Revenues are conservatively forecasted for three years to ensure budgets are realistic. The variance between budget and actual expenses are minimal. Salary savings from vacant positions and contingency funding help fill any budget gaps. Historical data and forecasting trends support financial resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.4)

The College has appropriate internal control mechanisms as demonstrated by the consistent absence of identified material weaknesses in internal controls by the independent auditors. The District ERP system requires multiple approval levels for all financial transactions. AR 6150 designates authority and segregation of duties between College and District roles and responsibilities. BP 2430 and AR 6150 specify appropriate approval processes for purchases and transactions over \$200,000. The College widely disseminates dependable and timely information for sound financial decision-making. The Board of Trustees has an Audit Committee that meets semi-annually to prepare for the audit and review the annual Independent Auditors' report. (III.D.5)

The District and College have historical evidence of unmodified opinions with audit reports and minimal differences between budget to actual comparisons. Financial documents have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning. The College uses a structured resource allocation process to prioritize financial resources to support student needs. (III.D.6)

The SOCCCD has received audits with unmodified opinions and no material weaknesses in internal controls for financial reporting and major programs for the past three years. Any audit findings that are identified are quickly remedied by both the College and District. The District's internal auditor works with departments to ensure any findings are addressed and not repeated. Findings are reported in the audit summary to the Audit Committee and Board of Trustees. (III.D.7)

The financial and internal control systems are annually evaluated by independent auditors, and regularly reviewed by the District's internal auditor for validity and effectiveness. Findings of deficiencies have resulted in improvements. There have been no material weaknesses identified in the past three years. (III.D.8)

The District and College have sufficient cash flow and reserves to ensure stability and support strategies for risk management. The District and College annual operating budget includes allowances for unforeseen circumstances and contingency. The District recently completed a Local Hazard Mitigation Plan and Business Continuity Plans. The District also maintains insurance to mitigate the risk of emergencies and unforeseen circumstances. (III.D.9)

The College practices effective oversight of finances, including grants, contracts, and auxiliary funds. Grants are assigned to a cost center manager and funding source manager that are responsible for compliance with the program goals and restrictions. The College's fiscal and grants staff oversee grants for compliance and assist with fiscal reporting. Before accepting grants, opportunities are reviewed to ensure they are aligned with the mission and strategic goals. The Foundation is managed by an Executive Director and is audited annually by an external auditor. The investment policy guides the District's investment strategies. The Financial Aid Office (FAO) has a Standard Operating Procedure (SOP) that is updated regularly based on new statutes, internal and external audit findings and recommendations, and program reviews. The FAO maintains a Financial Aid Student Handbook on its website to provide current information to students. The handbook is updated regularly. A Federal Student Aid (FSA) Program Review was finalized in March 2022 in which the College successfully addressed all the requirements of the FSA Program Review. The District's enterprise system requires multiple levels of approvals for financial transactions. Contracts are reviewed by College and District personnel to ensure that they support the mission and strategic goals and minimize financial and nonfinancial risk. (III.D.10)

The College evaluates resources and commitments using a long-term perspective. The current reserves are well in excess of the required reserves. Saddleback College aligns ongoing expenses with ongoing revenues to avoid future deficit spending. Multi-year projections help establish short-range and long-term fiscal solvency and financial planning. Excess basic aid funds are specifically set aside to cover liabilities and future obligations. (III.D.11)

The College and the District plan for and allocate resources for the payment of liabilities and future obligations. All future liabilities and obligations are fully funded and resources are available in the District's Resource Allocation process to continue to fund future increases. The OPEB liability is fully funded, and a pension stabilization trust is in place. An actuarial study is completed annually. The District fully accrues and funds other liabilities, including compensated absences for vacations and banked faculty load. (III.D.12)

The College and District do not have locally incurred debt instruments. (III.D.13)

The College and District do not have any short or long-term debt instructions. All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. Multiple College and District employees ensure spending compliance with the intended purpose and requirements of funding sources. (III.D.14)

Saddleback College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. The College's FAO works with District accounting services to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Student default rates are regularly monitored for compliance. The most recent three-year average was significantly less than the federal threshold. Eligibility is managed for Pell, SEOG and Federal Work Study by evaluating Satisfactory Academic Progress during the financial aid award process. (III.D.15)

Contracts are reviewed at multiple levels to ensure they are consistent with the mission and goals of the College and that they minimize risk for the institution. Contract templates are provided to help minimize risk and include indemnity and termination clauses. District and College contracts contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. (III.D.16)

Conclusion:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Saddleback College has established a commitment to participatory governance that promotes inclusion, encourages success, and provides opportunities for all stakeholders to have a voice. The “bottom-up” governance procedures specify appropriate roles for classified professionals, students, and faculty. The governance structure is clearly documented and communicated to the College community. All constituents are well informed as to their roles and collaboration processes. Through well-documented policies, procedures, and institutional priorities, the College values diverse perspectives promoting innovation. The College has a comprehensive and readily available, documented process including the posting of minutes, highlights, and various communications by key administrators. The College regularly evaluates its governance and leadership structures. The results of these evaluations are used for process improvements to the governance structure and procedures.

Findings and Evidence:

Saddleback College leaders empower all members of the campus community, regardless of constituency or title, to take initiative and improve practices, programs, and services leading to institutional excellence. Systematic participative processes are used to assure effective planning and implementation to support areas for improvement. An example of the innovation accomplished from shared governance at Saddleback College is the recent public arts initiative. Beginning with a small group of faculty members, progressing to the entire Academic Senate, and followed by approval at the Consultation Council (CC), a mural project was installed in a building on campus and the broader establishment of a Public Arts Work Group. Annually, the College Resource Committee (CRC) calls for allocation requests that are then ranked in order for priority consideration using a set of criteria. (IV.A.1)

Saddleback College and the SOCCCD have established policies and procedures authorizing all constituencies in the decision-making process. Shared governance parameters and stakeholder roles are clearly articulated in a series of Board Policies, including:

- BP 2510, Participation in Local Decision Making,
- BP 2511, Delegation of Authority to the Academic Senate,
- BP 2513, Classified Professional Participation in Decision Making, and
- BP 2514, Student Participation in Governance.

Further responsibilities, rights and obligations of each stakeholder group are outlined in the Saddleback College Planning and Decision-Making Manual. To foster a community of transparency, all shared governance committees use a common “one-sheet” that outlines purpose, meeting days and times, membership, reporting responsibilities, SharePoint links and decision-making processes. (IV.A.2)

Saddleback College provides clear roles for administrators and faculty for institutional policies, planning and budget decisions. These roles are outlined in the Saddleback College Planning and Decision-Making Manual, as well as the broader District Decision-Making Manual and committee membership rosters. Additionally, BPs and ARs provide the documented basis for these roles, including:

- BP 2430, Delegation of Authority to the Chancellor,
- AR 2437, Delegation of Authority to the College president,
- BP 2511, Delegation of Authority to the Academic Senate,
- AR 2511, Delegation of Authority to the Academic Senates, and
- AR 2410, Board Policies and Administrative Regulations.

Saddleback College also recognizes that the SOCCCD Faculty Association represents faculty for all issues regarding wages, evaluations, and working conditions. (IV.A.3)

The District relies primarily upon the Academic Senate for curriculum, degree and certificate requirements, educational program development, and standards/policies related to student preparation and success. The faculty-led Curriculum Committee oversees review and approval of degree-applicable courses for credit, non-degree credit courses, non-credit courses, certificates, programs, as well as oversight of processes related to curriculum discontinuance. Any new or revised course comes to the Curriculum Committee via established processes involving a curriculum leadership team, appropriate deans and a curriculum specialist. Saddleback College follows all appropriate state submission protocols for curriculum approval as articulated by the California Community College's Chancellor's Office (CCCCO). Saddleback College also uses its Educational Planning and Assessment Committee (EPA) to analyze resource allocation requests to determine needs for curricular change. A direct product of this shared governance committee was the establishment of an outdoor learning center, opening of toddler and infant rooms, and a parent handbook for the child development and education program. (IV.A.4)

By design, decision-making at Saddleback College involves membership from all constituent groups on campus. Decision-making is aligned with expertise and responsibility. Timely action on institutional plans, policies, curricular changes, and other considerations are accomplished through defined institutional governance structures. District level committees/councils include: District-wide Planning Council; District-wide Integrated Planning Committee; Board Policy and Administration Regulation Advisory Council; and Chancellor's Council. The College level committees/councils include: Consultation Council; College Resource Committee; and the Planning and Institutional Effectiveness Committee. (IV.A.5)

Saddleback College ensures that processes for decision-making and the resulting decisions are documented and widely communicated across the institution. Decisions made within councils/committees are conveyed to the campus and community in many ways. These include: All BPs and ARs are published SOCCD website; and all councils and committees have dedicated internal and external SharePoint sites for agendas, minutes and meeting documents. The Board of Trustees and the Academic Senate adhere to open meeting laws per the Brown Act and

Education Code and welcome institutional and public participation, publish all agendas, minutes, and meeting documents on their respective public web pages. (IV.A.6)

Saddleback College regularly evaluates the institution's governance and decision-making policies, procedures, and processes to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. Continuous improvement and evaluation of decision-making processes occur via multiple avenues. The BPARC regularly reviews BPs and ARs for needed updates or deletions. Saddleback College follows recommended revisions from the Community College League of California. Annual process ensures all committees and councils are evaluated using a two-step process, including an evaluation survey of membership and a planned subsequent review of the data resulting from the evaluations to determine necessary changes. Every two years, the Planning and Institutional Effectiveness committee reviews the College's committee structure. (IV.A.7)

Conclusion:

The College meets the standard.

IV.B. Chief Executive Officer

General Observations:

Saddleback College has an experienced and compassionate academic administrator as Chief Executive Officer. Dr. Sterns has been in the role since 2018 as authorized by the Board of Trustees and SOCCCD Chancellor. The Chief Executive Officer is empowered to lead the organization in alignment with the ACCJC standard requirements.

Findings and Evidence:

Administrative Regulation 2437 delegates authority to the College President. The College president is the chief executive officer of the college and has primary responsibility for the institution. The College president is granted broad authority for the development and implementation of the College's planning and resource allocation processes and for ensuring the effective implementation of District policies and regulations. The president's administrative organization is the established authority at the College and the College president is the final authority at the college level. (IV.B.1)

Per Board Policy 3100, Organizational Structure, the president is responsible for devising, overseeing, and evaluating the administrative structure of the College, reflected in the organizational charts, to ensure that it meets the needs of the institution given its mission, size, and complexity. The current administrative configuration includes three branches: administrative services, instruction, and student services, each overseen by a designated vice president. Discussions about the administrative structure and functioning of the College primarily occur within the President's Executive Cabinet (PEC), which meets about three times per month and is composed of the vice president for administrative services, the vice president for instruction, and the vice president for student services. (IV.B.2)

Saddleback College has a data-driven planning model, aligned with established policies and procedures, which guide the College President. BP 3250, Institutional Planning, requires the College to maintain broad-based, comprehensive, systematic, and integrated systems of planning that are supported by institutional effectiveness research. The college has demonstrated that educational planning is data informed, aligning with resource planning, that ensures resources support and improve learning and achievement. Institutional processes ensure that resources are allocated appropriately to enable the institution to achieve its mission. Processes are clear and transparent, overseen by the College President and designees. (IV.B.3)

The President is actively engaged in the accreditation process of the institution. BP 3200 and AR 3200, Accreditation, identify the president as the primary leadership role for accreditation. The President encouraged campus-wide participation and engagement in the accreditation process. The President also ensured accreditation updates were provided to governance groups regularly, so the campus community was informed of the process. (IV.B.4)

The President ensures the institution adheres to all the statute, regulations and policies set by the Governing Board. Per AR 2437, Delegation of Authority to the College President, is the responsibility of the president to administer the policies adopted by the board, to execute all decisions of the board requiring administrative action, and to ensure compliance with all relevant laws and regulations. The president attends all BOT meetings and presents a monthly report on the activities of the College to the board. Adherence to policies is discussed at the Chancellor's Executive Council (CEC), which includes the college president, the President's Executive Council (PEC), and Consultation Council (CC). (IV.B.5)

The president communicates both directly and indirectly with the communities served by the College, through relationships with businesses, civic organizations, service entities, local schools, parents, and prospective students, as well as federal, state, and local elected officials and city councils. A variety of methods are used for this communication including community outreach, arts and cultural activities, athletics events, student-focused outreach, strategic partnerships, individual meetings, group presentations, foundation functions, and marketing campaigns. Events like the Discover Saddleback event, allow community connection and communication. The President also engages through the foundation board, with local employers on and off campus, and elected officials. Other marketing and communication through formal and informal channels like social media support the president's effective communication with stakeholders. (IV.B.6)

Conclusion:

The College meets the standard.

IV.C. Governing Board

General Observations:

Saddleback College is one of two colleges in the South Orange County Community College District (SOCCCD). It is governed by a board of trustees consisting of seven elected members who serve staggered 4-year terms. The board receives adequate training, which informs them of their responsibilities and duties. The board acts as a collective whole in decision-making. The board is evaluated annually and uses evaluation results to inform board goals. Board goals are used to improve board performance, institutional effectiveness and the quality of academic programs. The board delegates responsibility to the chancellor who provides regular updates on key performance indicators, progress on Strategic Plan goals and the accreditation process.

Findings and Evidence:

Saddleback College is one of two colleges governed by the South Orange County Community College District (SOCCCD) Board of Trustees. Trustee duties and responsibilities are outlined in Board Policy 2200 and include authority over and responsibility for policies to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1, ER 7)

The Board abides by Board Policy 2715, Code of Ethics-Standards of Practice, and acts as a collective whole. The board typically votes unanimously, but when the vote is not unanimous, the board acts collectively following the decision. (IV.C.2)

The District has clearly defined policies related to selecting and evaluating the chancellor of the District. During the selection process, the board's decision is informed by input from students, faculty, classified professionals, management, and community members. Annual evaluation of the chancellor is performed in July or August as required by BP 2435. (IV.C.3)

The board consists of seven members; each publicly elected to serve a four-year term. The board advocates for and defends its colleges and protects the colleges from undue influence and political pressure. The board abides by Board Policy 2710, Conflict of Interest, which ensures that they have no financial interest in any purchase or contract. Two of the board's primary responsibilities are advocating for the District and representing the public interest. (IV.C.4, ER 7)

The governing board is committed to establishing policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. An annual presentation of institutional performance and progress on key performance indicators is provided to the board during the board's self-evaluation meeting. (IV.C.5)

The District website publicly publishes the policies which contain board bylaws related to board size, duties, responsibilities, structure, and operating procedures. (IV.C.6)

Board Policies and Administrative Regulations are reviewed through the Board Policy Subcommittee and by the Districtwide Board Policy and Administrative Regulation Advisory Council (BPARC), prior to being presented to the full board. Board Policies are typically reviewed on a five-year cycle with the exception of policies being reviewed based on league or regulatory updates. (IV.C.7)

During the board's self-evaluation workshop, the board is provided a presentation which outlines progress on key performance indicators as they relate to the college's Strategic Plan. The board uses the data to inform board goals for the upcoming year. (IV.C.8)

A comprehensive new board member orientation is provided through the Community College League of California's (CCLC) Excellence in Trusteeship program. The chancellor and the District director also provide a local orientation. Continuity is established through staggered terms with elections being held every two years. (IV.C.9)

The South Orange County Community College District (SOCCCD) Board of Trustees participates in a publicized and public annual self-evaluation workshop. At the workshop, board and employee survey results are reviewed and discussed. Survey results are used to establish board goals which are used to improve board performance, institutional effectiveness and quality of academic programs. (IV.C.10)

Each board member completes ethics training within six months of being seated and once during a subsequent two-year period. Board Policy and Administrative Regulation 2710, Conflict of Interest, consists of board member requirements, which ensure that the majority of board members have no employment, family, ownership, or other personal financial interest in the institution. Each board member files a Statement of Economic Interests Form (Form 700) within 30 days of assuming office. (IV.C.11, ER 7)

The board delegates full responsibility to the chancellor who regularly reports on the District's institutional performance to ensure that it is fulfilling its responsibility for educational quality, legal matters, and financial integrity. (IV.C.12)

The chancellor keeps the board apprised of the accreditation process and provides copies of the accreditation reports and actions taken by the Commission. Board members are provided with training on Eligibility Requirements and Accreditation Standards. Board members review drafts of the institutional self-evaluation report and are provided with the opportunity for input. (IV.C.13)

Conclusion:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The South Orange Community College District (SOCCCD) is a two-college district comprised of Irvine Valley College and Saddleback College. The SOCCCD Board of Trustees delegates authority for administering board policies and overall operations to the chancellor through BP 2430. The chancellor sets the expectations for institutional performance and delegates appropriate authority to the two college presidents to administer and operate each college.

As part of the evidence, the District provided a District-wide Function Map, which delineates responsibility for meeting accreditation standards between the colleges and the district. SOCCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes, and makes changes to these systems to effectuate continuous improvement.

Findings and Evidence:

Through Board Policies (BPs) and Administrative Regulations (ARs), there is a clear delineation between the functions and responsibilities of District services and those of the colleges, as well as of specific constituent groups. The chancellor ensures that the colleges receive effective and adequate support in achieving their missions through facilitation of the centralized operational structure of district services. These centralized functions include the office of the chancellor, human resources, business services, and educational and technology services. Board Policy 2430 delegates executive authority to the chancellor to administer board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. Board Policy 6100 delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, Board Policy 7110 provides authority to the chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6100, and 7110 provides a clear delineation of authority roles and responsibilities between the central operations and functions performed by the district office and the colleges. The District-wide Function Map outlines this delineation. The district and colleges administer regular surveys to ensure that the needs of the colleges are being met by the district service functions. The District works proactively to meet with the colleges through the Chancellor's Council and shared governance council to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. The roles are clearly defined with appropriate designated authority and delineated responsibilities between the colleges. (IV.D.2)

District resources are allocated to the colleges in accordance with BP 6200, Budget Preparation; BP 6210, Basic Aid Funds Allocation Process; BP 6250, Budget Management; BP 6300, Fiscal Management; and the Budget Development Guidelines adopted by the Board of Trustees (BOT) and contained within each proposed annual budget. The guidelines are developed in alignment with the board philosophy of ensuring wise and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's mission statement.

The district maintains a clearly defined resource allocation model, which is implemented and regularly evaluated to ensure that each college receives sufficient resources to operate and sustain the colleges and district. The allocation model and process are perceived as open, fair, equitable and transparent by district constituents. Expenditures are adequately controlled and stay within the available budget. Under the leadership of the chancellor, college and district services personnel work together to ensure effective control of expenditures and the financial stability of the District. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility and authority for the implementing the College's educational plan and strategic plan, and district policies and regulations. This authority is recognized by the District, as evidenced in the adopted District-wide Function Map, which delineates the distinction between the authority of the chancellor and that of the president. Through the performance evaluation process, the chancellor holds the college presidents accountable for the colleges' performance. (IV.D.4)

The District engages in an integrated planning process aimed towards improving student learning and achievement, as well as institutional effectiveness. This process is monitored by the District-wide Planning Council (DWPC), the primary planning body in the District and is responsible for coordinating all Districtwide planning. The SOCCCD District-wide Planning and Decision-Making Manual outlines an integrated model for the planning and evaluation of institutional effectiveness adopted by the District. The manual describes integrated planning procedures and demonstrates the connections among the Districtwide councils and committees, the chancellor, the Board of Trustees (BOT), the colleges, and district services. Planning is then integrated into the Districtwide resource allocation processes. (IV.D.5)

SOCCCD ensures consistent, accurate and timely communication between colleges and district ensures effective operations of the colleges. The District's participatory governance structure also allows for comprehensive and timely communication between District leadership and all constituent groups at the colleges, which informs and facilitates effective decision making. Communication is formally structured through the Chancellor's Executive Council, Chancellor's Council, District wide participatory governance committees, newsletters, and email updates. (IV.D.6)

The chancellor uses a variety of methods to regularly evaluate the district and college role delineations, governance and decision-making processes to assure their integrity and effectiveness, which assists the colleges in meeting educational goals for student achievement and learning. The District-wide Planning Council (DWPC) is the body responsible for regularly reviewing and revising the planning and decision-making processes of the District. Utilizing employee surveys as a key source of data, the results of these assessment methods are widely communicated through presentations in participatory governance committees and through the District SharePoint site. (IV.D.7)

Conclusion:

The College meets the Standard.

Quality Focus Essay

The team recognizes the significant work that the College has undergone to reorganize its organizational structure into schools that align with pathways. This is a substantial shift from an operationally driven organizational structure to a student-centered organizational structure and is representative of the climate and mission of the institution. The student experience is clearly at the center of decision-making and ensuring more streamlined processes and learning pathways is a priority that is apparent.

The implementation plan is clear, and there is substantial evidence that the plan is being followed. The reorganization of the instructional division, with deans and faculty first, was strategic and well-planned. Allowing counseling to be aligned with the schools in phase two based on their interests is an approach that honors and displays the collaborative nature of the College.

Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on Tuesday, October 17, 2023.

Dr. Seher Awan
Team Chair

Contents

Peer Review Team Roster	3
Summary of Team ISER Review	4
Core Inquiries	5

Saddleback College Peer Review Team Roster

Team ISER Review
Tuesday, October 17, 2023

Dr. Seher Awan, Team Chair Mission College President	Dr. Alberto Roman, Vice Chair East Los Angeles College President
ACADEMIC MEMBERS	
Ms. Rebecca Benas Fresno City College Instructor, English	Dr. Jason Hough Hartnell College Instructor, Communication Studies
Ms. Jeannie Kim-McPherson Monterey Peninsula College Dean of Instruction, Liberal Arts	Mr. Ryan Pedersen Los Medanos College Senior Dean of Planning & Institutional Effectiveness
ADMINISTRATIVE MEMBERS	
Ms. Carrie Bray Los Rios Community College District Associate Vice Chancellor, Human Resources	Dr. Sandy Fowler Woodland Community College Interim Vice President of Instruction/ALO
Dr. Jia Sun Imperial Valley College Associate Professor/Accreditation Coordinator	
ACCJC STAFF LIAISON	
Dr. Kevin Bontenbal, Vice President	

Summary of Team ISER Review

INSTITUTION: Saddleback College

DATE OF TEAM ISER REVIEW: October 17, 2023

TEAM CHAIR: Dr. Seher Awan

A nine-member accreditation peer review team conducted Team ISER Review of Saddleback College on Tuesday, October 17, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on Tuesday, August 1, 2023 and held a pre-review meeting with the college CEO on Monday, September 18, 2023. The entire peer review team received team training provided by staff from ACCJC on Wednesday, August 30, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur the week of February 26, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis in determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team recognizes the College’s exceptional work in developing instructor-level equity dashboards, and would like to learn more about how the dashboards are being utilized by faculty to inform course improvements and improve equitable success and retention.</p>
<p>Standards or Policies: I.B.5.</p>
<p>Description: The team observed that the instructor-level equity dashboards and reports are a substantive and useful tool used by Saddleback faculty for continuous improvements to student learning outcomes and achievements. The team observed that the OPRA Office developed and offered training on this dashboard for faculty.</p>
<p>Topics of discussion during interviews: How are the dashboards and reports being applied by faculty in real-time? What does the training look like for supporting faculty with utilizing the dashboard in improving their courses? What are some examples of improvements of student outcomes or the closing of equity gaps that have resulted from the use of these dashboards? How are part-time faculty included to use this tool effectively?</p>
<p>Request for Additional Information/Evidence: A demonstration of the faculty dashboards Any additional tools that support faculty reflection on the data to make improvements, including discipline discussions</p>
<p>Request for Observations/Interviews: OPRA – Office of Planning, Research, and Accreditation EPA - Educational Planning and Assessment Committee Some full-time and part-time faculty who are utilizing the dashboards Vice President of Academic Affairs</p>

Core Inquiry 2: The team is interested in learning more about the College's process by which SLOs, appearing in currently approved CORs, are properly noted in all faculty syllabi disseminated to students.

Standards or Policies: II.A.3.

Description:

The team verified that the institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures.

The team verified that the institution approves course outlines that include student learning outcomes.

The team recognizes that the institution is in transition between curriculum management systems and is actively working to improve processes and complete the migration.

The team noted that some syllabi were missing SLOs.

The team noted that some SLOs listed in syllabi did not match the College's approved CORs

The team would like to learn more about the process the College engages in to ensure SLOs are listed on syllabi and match the CORs

Topics of discussion during interviews:

How is the institution ensuring that approved SLOs are being stated accurately in syllabi?

How are both full-time and part-time faculty made aware of their responsibilities related to SLOs and their inclusion in syllabi?

If there are discrepancies between the SLOs in the syllabi not matching the CORs, how is the institution confirming that the correct SLOs are being assessed?

What steps are being taken to support full-time and part-time faculty with the curriculum management system migration?

Request for Additional Information/Evidence:

Update on the curriculum system migration process.

Training for full-time and part-time faculty about SLOs and syllabi development.

Quality control process to determine discrepancies between SLOs on syllabi and CORs

Request for Observations/Interviews:

College personnel involved in the curriculum system migration

College personnel overseeing syllabi system "MySite"

Department Chairs

Vice President of Academic Affairs

Full-time and part-time faculty

Core Inquiry 3: The team is impressed with the Human Resource's off-boarding process for employees exiting the institution. It appears that this model assists the College in improving its processes and practices that embrace diversity and contributes toward a positive workplace climate and environment.

Standards or Policies: III.A.12

Description:

The team recognized that how the College off-boards employees leaving the institution is a valuable process for assisting with creating and maintaining programs, practices, and services that support a positive workplace climate and environment.

Topics of discussion during interviews:

Describe the exit interview process.

What types of qualitative and quantitative elements are used in the off-boarding process?

How is exit interview data used to inform policy, practice, and workplace climate?

Request for Additional Information/Evidence:

Documentation of how data from the off-boarding process is used to create and/or maintain a positive workplace climate and environment.

Request for Observations/Interviews:

Chief Human Resources Officer

EEO Committee Chair

College President