SADDLEBACK COLLEGE
2008 ACCREDITATION PROGRESS REPORT

Presented to the Western Association of Schools and Colleges
October 15, 2008

Saddleback College
South Orange County Community College District
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CERTIFICATION OF THE MIDTERM REPORT

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

From: Saddleback College

This progress report is in response to recommendations cited in the October 2004, October 2005, October 2006 and October 2007 visiting team reports and the corresponding January 31, 2005, January 31, 2006, January 31, 2007 and the January 31, 2008 action letters from the accrediting commission.

We certify that preparation of this report included opportunities for participation by the campus community and that the progress report accurately reflects action taken by Saddleback College in response to the ACCJC recommendations.
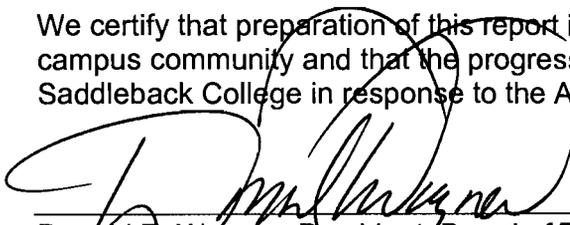
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Donald P. Wagner, President, Board of Trustees   Date
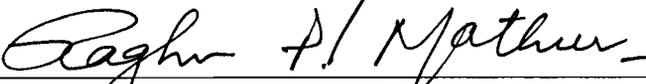
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Dr. Raghu P. Mathur, Chancellor, SOCCCD   Date
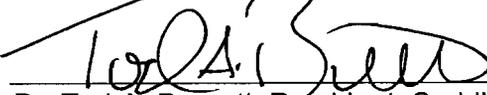
_____   9/30/08
Dr. Tod A. Burnett, President, Saddleback College   Date

_____   9/30/08
Dr. Rajen Vurdien, Vice-President of Instruction   Date
Accreditation Liaison Officer

_____   9/30/08
Dr. Morgan Barrows, Co-chair Midterm Report, Faculty   Date

_____   9/30/08
Dr. Carmen Dominguez, Co-chair Midterm Report, Faculty   Date

_____   9/30/08
Dr. Robert Cosgrove, Academic Senate President   Date

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David B. Lang   9/30/08
David Lang, Vice President, Board of Trustees   Date

Mary Williams   9/30/08
Mary Williams, President, Classified Senate   Date

Carol Hilton   9/30/08
Carol Hilton, Classified Managers   Date

James Wright   09/30/2008
Dr. James Wright, Dean   Date

Donald Busche   9/30/2008
Dr. Donald L. Busche, District Services   Date

Lee Haggerty   9-30-08
Lee Haggerty, Faculty Association President   Date

Nancy Bessette   9/30/2008
Nancy Bessette, Faculty   Date

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STATEMENT OF REPORT PREPARATION

This Progress Report is submitted in response to the requirement by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. It also recognizes and responds to the commission's requirement that the college prepare a Progress Report, giving special attention to evaluation of progress in three specific areas that were selected for emphasis during the commission's visit to Saddleback College in November, 2007.

The college received a letter from ACCJC President Dr. Barbara Beno dated January 31, 2008 stating that the commission took action to accept the Focused Midterm Report with the requirement that the college complete a Progress Report by October 15, 2008 to demonstrate the college's resolution of Recommendations 3, 5 and 6.

In order to meet the commission directive that states "What remains now is for the institution's members (district and college level) to…renew their commitment to professionalism and to the values of higher education, set aside hard feelings of the past and work together to maximize student success and institutional effectiveness...," [1]

In February the college Planning and Budget Council (PBC) discussed the January 31, 2008 action letter in great detail and outlined steps for the progress report. The college president and the Academic Senate president met with the Academic Senate on February 20, 2008 to discuss the aforementioned letter. Under the leadership of President Richard McCullough the college created two task forces, one to address Recommendation 3, and one to address Recommendations 5 and 6.

Commission Recommendation 3 Process

The Institutional Effectiveness planning group, which oversees the implementation of student learning outcomes (SLOs), assumed primary responsibility for drafting the response to Recommendation 3. Membership of the Institutional Effectiveness planning group consists of the chair/SLO coordinator, program review chair, curriculum committee chair, the curriculum specialist, a dean, two classified senate/CSEA representatives, the research specialist, one additional academic senate representative, and the district Director of Research and Planning. The Institutional Effectiveness planning group meets every two weeks.

The Institutional Effectiveness planning group developed the Course-level SLO Implementation Plan that created a common language and process used campus wide to link outcomes assessment with student success in the classroom.[2] The Institutional Effectiveness planning group developed two handbooks to help facilitate the process:

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[1] Accrediting Commission Letter, January 31, 2008;
http://www.saddleback.edu/gov/senate/documents/Accrediting_Comm_Letter_Jan_2008.pdf
[2] http://www.saddleback.edu/gov/senate/ie/documents/SLOCourseLevelImplementationProcessatSaddlebackCollege.pdf

"Resources for Writing Course-level SLOs" and "A Guide to Writing Course-level SLOs."[3]   A set of workshops to train faculty on developing course-level SLOs were offered during the 2007-2008 academic year, in summer 2008, and during fall 2008 in-service week. These trainings were offered on campus as well as one on-line course.

In order to monitor and communicate progress to the college community on SLOs, the research specialist and the curriculum specialist created and continuously updated spreadsheets identifying completed programs-level SLOS, course-level SLOs, and administrative unit outcomes (AUOs). The Institutional Effectiveness chair distributed these spreadsheets along with announcements for SLO training and SLO resources to the deans and department chairs on a regular basis. Additionally, this information was also posted on the Institutional Effectiveness website.[4]

Time line for completion of SLO process:

In spring 2008, the faculty were asked to complete one course-level SLO and a method of assessment for the 1,447 active courses.[5] This figure includes special topic courses for fall 2008 and spring 2009. The college set the goal of August 22, 2008 to have a SLO and method of assessment documented for every active course. Concurrently, the 97 programs and administrative units are responsible for submitting their assessed program-level SLOs and AUOs by mid-September (a date that was established in 2006).[6]

A draft response to Recommendation 3 was distributed to members of the Institutional Effectiveness planning group on September 11, 2008 for their review. This revised draft was incorporated into the Draft Accreditation Report that was distributed for review to all district and college constituencies including the Board of Trustees, the college president, the Planning and Budget Council (PBC), the academic senate, the classified senate, the Associated Student Government, (ASG) and Deans' Cabinet. From September 22-26, 2008, input from the constituent groups was submitted to the Institutional Effectiveness planning group for review and when appropriate, integrated input from the constituent groups into the response.

Commission Recommendations 5 and 6 Process

The nature of Recommendations 5 and 6 refers to college, district and board of trustee relations. Therefore, the task force that worked on the response to Recommendations 5 and 6 included representatives from all constituent groups. This task force included a member of the Board of Trustees, the interim Vice Chancellor for Technology and Learning Services, the Vice President for Instruction (Accreditation Liaison Officer), the president-elect of the academic senate (co-chair of the task force), the academic senate

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[3]http://www.saddleback.edu/gov/senate/ie/documents/ResourcesforWritingCourseLevelSLO.pdf and
http://www.saddleback.edu/gov/senate/ie/documents/Guideto_Course_Level_Student_Learning_Outcomes1.pdf
[4] http://www.saddleback.edu/gov/senate/ie/
[5] http://www.saddleback.edu/gov/senate/ie/ - Completed Course-level SLOs
[6] http://www.saddleback.edu/gov/senate/ie/- Completed and In-Progress Program-Level SLO/AUOs

president, the Director of Fiscal Services, classified senate president(task force co-chair) one representative from the faculty bargaining unit and a dean of instruction. The classified bargaining unit, the newly-appointed Associated Student Government officers and Director of Student Development were consulted on an as needed basis.

On April 21, 2008 the task force, chaired by President Richard McCullough met to draft the response to Recommendations 5 and 6. This draft became the template for the task force to continue its work when President McCullough retired on June 30, 2008. Upon his retirement the co-chair responsibilities were assumed by Dr. Carmen Dominguez (Academic Senate president-elect) and Mary Williams (Classified Senate president).

The task force met weekly during August and September. On September 15, the preliminary draft was submitted to all district and college constituencies including the Board of Trustees, the college President, the college Planning and Budget Council, the Academic Senate, the Classified Senate, the Associated Student Government, and Deans' Cabinet. On September 16, a college-wide meeting was held. From September 22-26, input from the constituent groups was submitted to the Accreditation Co-Chairs and brought to the task force for review. The task force reviewed and as appropriate integrated input from the constituent groups.

An electronic copy of this report can be found on the Saddleback College website at: www.saddleback.edu:80/gov/senate/documents/Accreditation_Progress_Report_Oct_2 008.pdf.

Commission Recommendation 3: The team recommends that the college develop and implement student learning outcomes across the college by

Response:
In order to institutionalize student learning outcomes (SLOs), Saddleback College developed the SLO Implementation Plan in the summer of 2005.[7] This plan, which links outcomes assessment with program review and curriculum revision, is a comprehensive plan that was developed with the guidance of the SLO Task Force, the SLO Implementation Team, and the Institutional Effectiveness planning group. The college leadership embraced the plan and integrated it into all levels of college planning. The Institutional Effectiveness Office and the Institutional Effectiveness planning group, created by the 2005 SLO Implementation Plan, continue to oversee the development and assessment of SLOs at the course-level, program-level, and institutional-level.

The clearest indication of the college's commitment to outcomes assessment is the fact that the Institutional Effectiveness planning group is one of the four main strategic planning bodies and one of the college's core strategic directions, "to create a culture of institutional effectiveness based on assessment of outcomes."[8]

College leadership supports the Institutional Effectiveness planning group's efforts through the allocation of resources such as reassigned time (for the SLO Coordinator, two SLO Facilitators, the program review chair, and the curriculum committee chair), hiring a full-time research specialist dedicated to assessment and program review, and on-going support for assessment software and hardware.

To date, there are 97 defined instructional programs and administrative units. One hundred percent of these have submitted program-level SLOs or administrative unit outcomes (AUOs). These are posted on the Institutional Effectiveness website.[9]

Over the last several months, the college has turned its attention to course-level SLOs. The college recognized its deficiency in this area and the Institutional Effectiveness planning group designed a comprehensive plan to address course-level SLOs. The plan and accomplishments are discussed in detail in response 3.A. To date, 100 percent of the 1,447 courses (including special topics for fall 2008 and spring 2009), have at least one course-level SLO and one method of assessment.[10]

Evaluation:
Since 2005, the college has been successful in institutionalizing program-level SLOs and AUOs and over the last nine months, the college has made measureable progress towards institutionalizing course-level SLOs. To this end, the Institutional Effectiveness

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[7] http://www.saddleback.edu/gov/senate/ie/ - Proposal for the Establishment of the SLO Implementation Team (6/28/05)

[8] http://www.saddleback.edu/gov/senate/documents/IE_2007_2010_Strategic_Plan_Final.pdf

[9] http://www.saddleback.edu/gov/senate/ie/SLOassessmentforms.html

[10] http://www.saddleback.edu/gov/senate/ie/ - Completed Course-level SLOs

planning group developed the Course-level SLO implementation Plan that further develops the common language and process that is used campus wide to link outcomes assessment with student success in the classroom.[11] This plan enabled the college to establish one course-level SLO and a method of assessment for 100 percent of the active courses. The college continues to develop and embrace a culture of institutional effectiveness, made evident by the college leadership's continual support of institutional effectiveness in the planning and budget decisions.

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[11]http://www.saddleback.edu/gov/senate/ie/documents/SLOCourseLevelImplementationProcessatSaddlebackCollege.pdf

A. Developing measurable learning outcomes for all courses, degrees, certificates, programs, and services (Standards I.B.I, 1.B.2, II.A.I.c, II.A.2.a, and II.A.2.b)

Response*:*
The SLO Implementation Plan, launched in summer 2005, required that all instructional programs identify and assess SLOs.[12] Similarly, every student support and administrative service unit is required to complete administrative unit outcomes (AUOs).

Program-level SLOs

In 2005, Saddleback College established the Institutional Effectiveness Office for the purpose of enhancing coordinated planning and evaluation through the implementation of SLOs and AUOs, curriculum update and revision, and revision of the program review process. The Institutional Effectiveness Office consists of the SLO coordinator, SLO facilitators, the curriculum committee chair, program review chair, and a research specialist dedicated to the research and data needs of SLOs, AUOs and program reviews. The Institutional Effectiveness Office establishes and monitors the direct links between assessment, program review, and curriculum revision.

The 2005 SLO implementation plan was a comprehensive document that addressed SLO development across the campus and it incorporated alignment of program reviews and curriculum as they related to SLOs. This plan started with the college mission statement, assessed the strengths and weaknesses of programs or administrative units in fulfilling the college mission, and concluded with a discussion of steps that could be taken to improve programs and services. The purpose of the 2005 SLO implementation plan was to link the unit's mission statement, its intended outcomes and assessment, with ongoing improvement. The goal was to complete this process at the program level during the first two years of the plan. In the third year, the plan's goal was to establish all course-level SLOs.

Programs and administrative units used the Nichols five-column model for reporting SLOs and assessment results campus wide.[13] Every September, programs and administrative units submit to the research specialist the results of the previous academic year's assessment of program-level SLOs and AUOs (through column V) as well as the current academic year's program-level SLOs and AUOs (through column III). The SLO coordinator, the SLO facilitators, and the Institutional Effectiveness planning group review the program-level SLOs and AUOs and, if approved, they are posted on the institutional effectiveness website.[14] The SLO coordinator and the SLO facilitators

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[12] http://www.saddleback.edu/gov/senate/ie/- Proposal for the Establishment of the SLO Implementation Team (6/28/05)
[13] http://www.saddleback.edu/gov/senate/ie/- A Guide to Developing and Assessing Student Learning Outcomes and Administrative/Service Unit Outcomes at Saddleback College (revised 9/29/05)
[14] http://www.saddleback.edu/gov/senate/ie/

work with the programs or administrative units to revise any SLOs or AUOs not approved.

Results reported in previous progress reports have shown the accomplishments of program-level SLOs, including degrees and certificates, and AUOs. To date, 100 percent of the 70 instructional programs have completed SLOs up to column three of the SLO/AUOs five-column model.[15] Seventy-three percent of the programs have completed all five columns and are working on the next cycle of their SLOs.[16] One hundred percent of the 27 administrative and student support units have completed AUOs up to column III while sixty-three percent have completed all five columns.[17]

Course-level SLOs

Although SLO assessment has been established at the program-level, SLOs for each course had not been fully created. Dr. Beno's January 2008 letter to the college, made clear the college's need to address this deficiency.[18] In February 2008, the Institutional Effectiveness planning group, with the expertise of the curriculum committee chair and curriculum specialist, developed the course-level SLO implementation plan.[19] This plan defined the method for the college to implement course-level SLOs over the next six months. The academic senate, PBC and the college president approved this plan.

The course-level SLO implementation plan was designed to ensure that all courses would have a course-level SLO and method of assessment written by the designated discipline expert (a faculty member) prior to the start of the fall 2008 semester. To help facilitate the process, the Institutional Effectiveness planning group developed two documents, "Resources for Writing Course-level SLOs" and "A Guide to Writing Course-level SLOs."[20] The Institutional Effectiveness planning group also provided training specifically on course-level SLOs to eight divisions, held six college wide SLO workshops, and offered an on-line training course.

Because CurricUNET was not available, the Institutional Effectiveness planning group developed a web-based form that faculty could fill in the student learning outcomes and

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[15] http://www.saddleback.edu/gov/senate/ie/ - Completed and In-Progress Program-Level SLO/AUOs

[16] http://www.saddleback.edu/gov/senate/ie/ - Completed and In-Progress Program-Level SLO/AUOs

[17] http://www.saddleback.edu/gov/senate/ie/ - Completed and In-Progress Program-Level SLO/AUOs

[18] Accrediting Commission Letter, January 31, 2008;
http://www.saddleback.edu/gov/senate/documents/Accrediting_Comm_Letter_Jan_2008.pdf

[19] http://www.saddleback.edu/gov/senate/ie/documents/SLOCourseLevelImplementationProcessatSaddlebackCollege.pdf

[20] http://www.saddleback.edu/gov/senate/ie/documents/ResourcesforWritingCourseLevelSLO.pdf and
http://www.saddleback.edu/gov/senate/ie/documents/Guideto_Course_Level_Student_Learning_Outcomes1.pdf

method of assessment.[21]   The data was stored in a format that could be uploaded once CurricUNET comes online.[22]

The SLO coordinator and the SLO facilitators will review all 1,447 course-level SLOs to ensure they are written correctly and that the methods of assessment will measure the outcomes. The first cycle of course-level assessment will occur at the end of the fall 2008.

To date, the college has one course-level SLO and one method of assessment for all 1,447 courses including special topics for fall 2008 and spring 2009.[23] In order to reach the college goal of establishing SLOs for all courses, only one SLO was required. However, in all SLO training sessions emphasis was placed on identifying multiple SLOs within a course for future assessment.

Institutional-level SLOs

Saddleback College recognizes that it must begin development of institutional-level SLOs. In order to begin this conversation, the curriculum committee identified seven areas of competencies that include communication (personal expression and information acquisition); community/global consciousness and responsibility; computation; creative, critical and analytical thinking; discipline/subject area specific content material; information competency; and, technology. These seven competency areas will be refined and will form the foundation for the college's institutional-level SLOs.

As a result, in addition to writing one SLO and one method of assessment for each course, the discipline expert also had to identify which of the seven areas of competencies the SLO addressed. The discipline expert was able to choose more than one area of competency.

The research specialist performed an analysis to determine the frequency distribution of the seven areas of competencies (Table 1). The Institutional Effectiveness planning group will use this data as baseline information to continue the development of institutional-level SLOs in 2009-2010.

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[21] CurricUNET is a software program that will house the college's curriculum, including SLOs.
[22] http://www.saddleback.edu/gov/senate/ie/documents/SLOCOURSEFORM_003.pdf
[23] http://www.saddleback.edu/gov/senate/ie/- Completed Course-level SLOs

Table 1: *Frequency distribution of the areas of competencies for course-level SLOs*

		Responses		Percent of Cases
		Frequency	Percent	
Areas of [a] Competencies	Communication (personal expression and information acqui	600	15.6%	42.6%
	Community/Global Consciousness and Responsibility	331	8.6%	23.5%
	Computation	185	4.8%	13.1%
	Creative, Critical and Analytical Thinking	849	22.1%	60.3%
	Discipline/Subject Area Specific content Material	1277	33.2%	90.8%
	Information Competency	334	8.7%	23.7%
	Technology	269	7.0%	19.1%
Total		3845	100.0%	273.3%

a. Dichotomy group tabulated at value 1.

Evaluation:

The Course-level SLO Implementation Plan was an aggressive attempt to ensure that all courses would have one course-level SLO and method of assessment before classes started in fall 2008. Each course-level SLO would be written by the designated discipline expert (a faculty member).

The college community has embraced outcomes assessment at the program-level and course-level. One hundred percent of the 70 instructional programs have written SLOs, one hundred percent of the 27 administrative and student support units have written AUOs, and 100 percent of courses have SLOs.[24] As the college plans the next phase of institutional effectiveness, one anticipated challenge will be to maintain this momentum into the assessment phase. The college is currently planning how best to continue and further support faculty and staff as the faculty workload increases to develop, write, and assess SLOs in their courses and programs and align these with institutional-level outcomes. In an initial attempt, the deans developed a proposal that would secure approximately $50,000 in funding each semester to help faculty write and assess SLOs. This plan was recommend by PBC and approved by the president on a trial basis for fall 2008 and will be reassessed to determine future funding.

The Institutional Effectiveness planning group's work for the current academic year will be to keep assessment at the forefront of the faculty's responsibilities and on the college's planning agendas. The Institutional Effectiveness planning group, as one of the major planning bodies to PBC, will continue to lobby for institutionalization of budget and planning agendas to support SLOs and program review.

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[24] http://www.saddleback.edu/gov/senate/ie/

B. Defining and instituting research procedures for measuring, assessing, and tracking learning outcomes (Standards I.B.2, I.B.3, II.A.I.c, II.A.2.a, and II.A.2.b)

Response:
The college recognizes the importance of research in institutional evaluation and has allocated resources to strengthen the Research and Planning Office. PBC and the college president approved additional funds requested through the Interim Strategic Plan, 2006-2007. These funds were used to hire a research specialist and purchase assessment software and hardware.[25] The research specialist spends the majority of her time collecting and analyzing statistical data necessary to prepare accurate and informative program reviews and to develop effective assessment measurements for SLOs and AUOs. This second position in the Office of Research and Planning was an essential component that allowed the college to provide the required support to measure institutional effectiveness.

In addition, the college research analyst works closely with the district Director of Research and Planning to ensure that the college has current, reliable, and valid data. Together with the District, the Office of Research and Planning is developing a set of annual reports to support college decisions. Additional funds, requested through the college's 2007-2010 Strategic Plan, were allocated in 2007-2008 to assist in the assessment of SLOs and AUOs.[26]

In accordance with the Institutional Effectiveness planning group's recommendation and the 2006-2007 Interim Strategic Plan, PBC recommended and the president approved the purchase of Scantron software to support the creation and analysis of test data and surveys. In August 2006, funding to purchase the Scantron software and hardware was approved by the Board of Trustees. The system was purchased to provide a campus wide systematic data collection and analysis tool for SLOs, AUOs and program review. At the end of August 2006, the college purchased Class Climate (survey creation and data collection software), ParScore (testing software), and nine specialized scanners (one for each division) designed to be used with the assessment systems.

ParScore captures test scores and houses the data in a database that allows for various types of analysis (i.e. longitudinal studies across courses, pre/post testing, sub-testing, etc.). The software system has been most widely used with pre/post testing and sub-testing for SLO assessment. The Office of Research and Planning has gathered feedback from users of the assessment system to improve its training program. An english instructor stated the benefit of ParScore for the Reading SLO:

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[25] http://www.saddleback.edu/gov/pbc/PDF/IntStrategicPlan06-27-06_000.pdf
[26] http://www.saddleback.edu/gov/senate/documents/IE_2007_2010_Strategic_Plan_Final.pdf

> The use of ParScore was invaluable to us in scoring and analysis. It helped score the tests quickly, also separating the answers to the two different outcomes, which saved us enormous time if we would have had to separate the two manually. Furthermore, it was able to immediately analyze the scores…This enabled us to have immediate feedback of how we did in meeting our objectives. We were able to share that with other members of our department, discuss the results, and then plan for future assessment. Before we had access to ParScore, we conducted our own calculations and analysis. The amount of time saved cannot be overstated.[27]

Prior to the implementation of ParScore, students' responses were collected on a form and scanned manually with a stand-alone machine. The instructors would calculate manually students' averages in specified areas. Currently, ParScore automatically separates the topics and creates subtests so instructors can have immediate feedback based on the subtest of choice. In addition, instructors are able to view students' scores longitudinally to assess the percent difference from term to term.

To date, faculty and staff from four divisions have been trained to use ParSystems. The nursing, speech, spanish, english, and reading programs use scannable test forms for their SLO assessments.

Class Climate is a software system created for survey design and assessment. This comprehensive survey solution allows a user to create a survey, collect responses, and instantaneously view statistics on the data collected. Class Climate data is easily emailed or exported to be shared with other faculty. To date, 182 surveys have been created and administered with Class Climate.

Since spring 2007, the automotive technology program has used Class Climate to create satisfaction surveys for graduates and local employers who hire them. Class Climate simplified the automotive technology program's SLO assessment process by having the options for hard copy and on-line surveys. The department's goal for SLO was to assess whether graduates were prepared to be in the workforce after completing the program. After scanning the surveys into Class Climate, the department was able to view all of the results electronically and had access to the raw data for further analysis.

The sign language, automotive technology, library, real estate, transfer center, counseling, and child development programs developed surveys using Class Climate. Approximately 15-20 existing surveys (that use other software) will be migrated to Class Climate.

In addition to surveys designed for program-level SLOs, two college wide surveys were developed using Class Climate. A college wide student survey administered to over

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[27] Comments from an English instructor to the Research Specialist

5,000 students was developed and results were scanned and compiled with the system. This software system enabled the college to have control over the survey questions and maintain full access to the data. Quantitative and qualitative analysis was compiled on the data. The student survey is one of many primary documents used to evaluate campus climate and it contains many questions used for Student Services AUOs.

In the past two years, the assessment systems of ParSystems and Class Climate have grown to be used by many faculty members as a primary tool for assessing SLOs and AUOs. To date, Class Climate has more than 30 active users and ParScore has 37 active users across the campus.

At present, with 1,447 course-level SLOs collected, there are many more opportunities for faculty to utilize the assessment system of ParScore and Class Climate. In an initial review of the course-level SLOs, the most stated types of assessment are some form of test, exam, quiz or embedded questions. These methods account for 51 percent of the stated assessments. Other methods used to assess SLOs are surveys, oral presentations, rubrics, and projects. Although some programs are already using ParScore to evaluate their assessments, the Institutional Effectiveness planning group will use these assessment results to revise and improve ParScore and Class Climate training.

The SLO coordinator, the SLO facilitators, and the research specialist are primarily responsible for ensuring that each cycle of program-level SLOs, course-level SLOs, and AUOs are completed in a timely manner. In mid-September, new program-level SLOs and AUOs, as well as the previous year's assessed program-level SLOs and AUOs, are submitted to the research specialist, reviewed by the SLO coordinator and the SLO facilitators, and if approved, they are posted on the Institutional Effectiveness website.[28]

Course-levels SLOs are assessed every semester the course is taught. The completed assessments will eventually be submitted and stored in CurricUNET.

Evaluation:
The college has taken concrete steps towards the systematic integration of planning, decision-making, and assessment for ongoing institutional improvement. The college recognizes that research is a central component in this venture and resources are being allocated to the Office of Research and Planning to enhance its ability to support institutional effectiveness.

The Institutional Effectiveness Office created a schedule for all programs and administrative units for the completion of SLO and AUO assessment on a yearly basis, program review on a two or five-year cycle, and curriculum review on a two or five-year cycle.[29]

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[28] http://www.saddleback.edu/gov/senate/ie/ - Completed and In-Progress Program-Level SLO/AUOs
[29] http://www.saddleback.edu/gov/senate/ie/

The 2005 SLO Implementation Plan originally secured funding, for two years with the hope of securing one additional year to allow for the institutionalization of this new process. The plan is now fully institutionalized and the SLO coordinator (faculty member), the program review chair (faculty member), and the curriculum committee chair (faculty member), all have reassigned time. These faculty members in conjunction with the college research specialist are responsible for ensuring that all programs and administrative units continue adhering to the SLO, AUO, and program review schedule. Reassigned time makes it possible for the faculty in these positions to have the time necessary to complete these jobs.

Although faculty members continue to step forward to assume the responsibilities of SLO coordinator and SLO facilitators, the college finds itself in a transitional period as the faculty change from year to year. There is a constant need to find qualified, committed faculty who further advance institutional effectiveness throughout the college.

In August 2008, the college hired a new president who is dedicated to institutionalizing SLOs. Within a month of taking the position, the president began discussions regarding the possibility of hiring a full-time director of strategic planning and institutional effectiveness with the Institutional Effectiveness planning group chair. This position is part of the Saddleback College 2007-2010 Strategic Plan.[30]

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[30] http://www.saddleback.edu/gov/senate/documents/IE_2007_2010_Strategic_Plan_Final.pdf

C. Creating a staff development program to educate and train all pertinent faculty and staff members in the identification, assessment and evaluation of student learning outcomes. (Standards IB.4, II.A.2.d, III.A.5).

<u>Response:</u>

In September 2006, the Innovation and Technology Center (ITC) worked with Scantron representatives to facilitate the implementation of the networked systems. Considerable resources were allocated for the installation of a dedicated server and establishment of nine assessment stations, one for each college division and one in the Research and Planning Office. Each station has a dedicated CPU, monitor, and scanner. Full-day training sessions for each system were conducted in October and November 2006. These sessions included the college researchers, faculty and staff representatives from the divisions, and members of the Institutional Effectiveness planning group. After the training and installation of the Scantron systems, the college researchers spent most of spring 2007 testing and training faculty and staff on the systems.

During the 2007-2008 academic year, the Office of Research and Planning conducted multiple presentations on the Scantron software. Six trainings sessions (three on ParScore and three on Class Climate) were offered each semester in a computer lab classroom. In addition to these trainings each semester, the Research Specialist conducted many one-on-one training sessions with individual faculty working to develop a survey or scannable test to assess SLOs.

Every fall and spring in-service programs have included ParScore and Class Climate presentations. The Class Climate and ParScore presentations give a brief overview of how these assessment systems can simplify the SLO/AUO process. The facilitator highlights the capabilities of Class Climate and ParScore by navigation through the software. The presentations have broadened awareness across the campus of this assessment system and encouraged faculty to use these tools to capture the data they need to assess SLOs.

Since fall 2007, the Office of Research and Planning has presented to the Deans' Cabinet, the academic senate, the college divisions, and PBC on the availability of these assessment systems and how they can be utilized in the SLO/AUO process. The purpose of these presentations is to inform administrators on upcoming training workshops and develop stronger communication with faculty to support the evaluation of SLOs.

Every semester since fall 2006, the chair of the Institutional Effectiveness planning group has made a presentation on SLOs and AUOs during in-service week.[31] The SLO/AUO presentations are centered on the importance of cycle completions and update the faculty on the progress of SLO completion across campus. These

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[31] All In-service PowerPoint presentations are posted at http://www.saddleback.edu/gov/senate/ie/

presentations also highlight the college's position in the process and what can be expected in the future.

To facilitate the college wide effort of ensuring that all courses have one SLO and method of assessment, the Institutional Effectiveness planning group chair and the Research Specialist provided SLO training to every division on campus during spring 2008. During summer 2008, 45 faculty from a variety of divisions participated in an on-line course "Student Learning Outcomes Made Easy."[32] This step-by-step online workshop was offered to the college community to teach faculty how to incorporate student learning outcomes into courses successfully. In addition, two "Drop-in" workshops were made by the Institutional Effectiveness planning group chair to faculty who had questions regarding the development of their course-level SLOs. Finally, during the fall 2008 in-service program, approximately 100 faculty members representing all divisions attended one of four presentations offered by the Institutional Effectiveness planning group chair, one SLO Facilitator, and the research specialist to assist them with writing and assessing course-level SLOs.[33]

In March 2008, the research specialist and the research analyst made a presentation to the Annual Research and Planning Group Conference about the Saddleback College SLO Assessment System. This presentation was well attended and several colleges inquired about our assessment system. Several attendees commented that they liked the philosophy of empowering the faculty with tools to assess SLOs and admired that the system is networked college wide and supported by ITC. Support has been instrumental in maintaining these systems for the faculty.

Evaluation:

Based on feedback from faculty and staff, the training and informational sessions presented by the SLO Implementation Team and the Institutional Effectiveness planning group have been very successful. Most faculty and staff are familiar with outcomes assessment and the various techniques they can use for SLOs. Some issues remain to be clarified regarding the assessment methods for distance education versus traditional courses. In order to ensure the complete development of a culture of outcomes assessment and its institutionalization at the college, ongoing training will be required to prepare faculty and staff to use the new assessment software and hardware and incorporate results into program reviews, departmental discussions, and folding these results back into the development of the college strategic planning process. With the approval of the 2007-2010 Strategic Plan, and as the college continues its implementation, the college community is ready to assess the effectiveness of the program review process based on the baseline assessments that the SLO, AUO, and program reviews provide.[34]

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[32] http://www.saddleback.edu/gov/senate/ie/documents/SLOsMadeEasyPrintVersion.pdf

[33] All In-service PowerPoint presentations are posted at http://www.saddleback.edu/gov/senate/ie/

[34] http://www.saddleback.edu/gov/senate/documents/IE_2007_2010_Strategic_Plan_Final.pdf

Commission Recommendation 5

The Board of Trustees cease its involvement in college and district operations and delegate all non-policy issues, including policy implementation, at the district level to the chancellor and at the college level to the president. To achieve this end, the Board of Trustees, district leadership, and college leadership are encouraged to:

A. Define their respective roles in decision making and clearly delineate the areas and scope of responsibility for each constituent group. (Standards I.B.1, IV.A.1, and IV.A.2);

<u>**Response:**</u>

In 2004, Saddleback College submitted <u>The Accreditation Self-Study Report of Saddleback College 2004</u> and hosted the ACCJC visiting team. The environment the team found caused them to prepare a report that reached the following conclusion:

> There are many challenges facing Saddleback College and the South Orange Community College District. As the team sifted through the evidence and learned more about the college and the district, several themes began to emerge that characterize these various challenges. In the view of the team, there are three major themes that emerged from the analysis of the self study report and the assessment of the evidence gathered and reviewed during the visit: (1) Evaluation, planning, and improvement, (2) Student learning outcomes, and (3) Dialogue, communication, and climate.

The following statement,
> "Mistrust lies at the center of these issues, and the widespread lack of trust makes it difficult for the major stakeholders to communicate clearly with one another. A lack of trust is also evident in the decision making process."

The college community, district administration, and the Board of Trustees have worked diligently over the past four years to address these concerns. Each subsequent required annual report delineated the steps taken, and each visiting team report noted substantial progress had been made, although each ended with a determination that the problem had not been resolved to meet the standard and obviate the need for continuing scrutiny.

In 2005, the SOCCCD Chancellor's Executive Council developed a policy to address ACCJC concerns. In light of continuing conflict over the roles of each of the constituent groups, the district and the academic senates of both colleges agreed to

seek Level One technical assistance from the Community College League of California (CCLS) and the State Academic Senate. This resulted in the scheduling of a 2-day workshop for all the constituent groups from both colleges and the district held in April 2006. The chancellor established the Board Policy and Administrative Regulations Council (BPARC) to review and revise board policies and administrative regulations. The Board of Trustees addressed the topic of micromanagement during several board meetings.

On June 8, 2005 a court decision, Court of Appeals, Fourth Appellate District of California ruled in favor of the faculty that pursuant to Education Code §87360(b) full-time faculty hiring policies criteria, policies and procedures must be jointly developed and mutually agreed upon by the Academic Senate and Board of Trustees. On December 15, 2005 a revised full-time faculty hiring policy was adopted. This revised policy was jointly developed and mutually agreed upon by the Academic Senates and Board of Trustees. This policy has been used successfully since 2005 for the hiring of over 75 new full-time faculty members district-wide.

Additional 2005-2006 activities included participation in a Level One Technical Assistance facilitated by Dr. Diane Woodruff, Interim Chancellor for the California Community Colleges and Dr. Ian Walton, State Academic Senate President. The first meeting was held February 16, 2006 and on April 24, 2006 all district and college leaders attended a technical assistance follow-up meeting. Discussion centered on the need to clearly define the roles and scopes of authority of all constituent groups and to agree upon a process for effective participation in the decision-making process at the college and district levels.

Defining the Respective Roles for Each Constituent Group

Saddleback College and the South Orange County Community College District constituent groups derive their roles and responsibilities through Government Code, California Education Code (E.C.), the California Code of Regulations (CCR) Title 5, board policy and accompanying administrative regulations. What follows is a definition of each constituent group and how their acknowledged role and scope of responsibilities harmonizes the relevant sections within the law, regulation and board policy to fulfill their role in the decision-making process within the SOCCCD.

BOARD OF TRUSTEES

California Education Code, Division 7 EC§ 70902 defines the Role of the Board of Trustees. "Every community college district shall be under the control of a board of trustees, herein referred to as the 'governing board.' The governing board for each community college district shall establish, maintain, operate and govern one or more community colleges in accordance with the law." [35] The governing board shall do all of the following:

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[35]California Education Code § 70902(a)(1)

- Establish policy for and approve current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. [36]
- Establish policies for and approve credit courses of instruction and educational programs.[37]
- Establish academic standards, probation, dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors[38].
- Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors, establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of the state.[39]
- To the extent authorized by law, determine and control the district's operational and capital outlay budgets…determine the need for elections for override tax levies and bond measures, and request that those elections be called.[40]
- Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.[41]
- Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.[42]
- Establish rules and regulations governing student conduct.[43]
- Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.[44]
- In its discretion, receive and administer gifts, grants, and scholarships.[45]
- Provide auxiliary services as deemed necessary to achieve the purposes of the community college.[46]
- Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.[47]
- Hold and convey property for the use and benefit of the district. The

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[36]California Education Code § 70902(a)(1)
[37] California Education Code § 70902(b)(2)(A)
[38] California Education Code §70902 (b)(2)(B)(3)
[39] California Education Code §70902 (b)(4)
[40] California Education Code §70902 (b)(5)
[41] California Education Code §70902 (b)(6)
[42] California Education Code §70902 (b)(7)
[43] California Education Code §70902 (b)(8)
[44] California Education Code §70902 (b)(9)
[45] California Education Code §70902 (b)(10)
[46] California Education Code §70902 (b)(11)
[47] California Education Code §70902 (b)(12)

governing board may acquire, by eminent domain, any property necessary to carry out the powers or functions of the district.[48]

Board Policy 112 (adopted August 27, 2007) delineates the duties and responsibilities of the board of trustees within the district and expresses their commitment to:

- Establish the mission of the District;

- Assure the development and implementation of short-term and long-term educational and facilities plans;

- Assure fiscal health and stability;

- Monitor institutional effectiveness and educational quality;

- Delegate power and authority to the Chancellor/Chief Executive Officer to effectively lead the district;

- Work respectfully with the Chancellor and the District/College faculty and staff;

- Refer suggestions and concerns to the Chancellor;

- Work respectfully with other Board members;

- Hire and evaluate the Chancellor;

- Advocate for and protect the District;

- Establish policies that implement the District mission and goals, and set prudent ethical and legal standards for college operations;

- Represent the public interest.

STUDENT TRUSTEE
California Education Code §72023.5 states "The governing board of each community college district shall order the inclusion within the membership of the governing board…one or more non-voting students who are residents of California." Additionally Board Policy 104 (originally adopted in 1980, revised August 27, 2007) establishes the qualifications, requirements of office, election and replacement procedures, rights and privileges and duties and responsibilities for the selection and participation of the student trustee.[49] Although this member of the board of trustees is, by law, a non-voting member, each person serving in this office is afforded the opportunity to effectively participate in the dialogue of the public meetings and casts advisory votes on each agenda item.

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[48] California Education Code §70902 (b)(13)
[49] https://www1.socccd.cc.ca.us/docs/board/policies/BP-104-StudentMemberoftheBoardofTrustees.doc

DELEGATION OF AUTHORITY TO THE CHANCELLOR

California Education Code §70902(d) states that "the governing board of a community college district…may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate." Acting in compliance of this statute the SOCCCD Board of Trustees adopted Board Policy 2100.[50] This policy ensures that the Board of Trustees employs a qualified person as chancellor and chief administrative officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and education programs of the district. The Board of Trustees further authorizes the chancellor to perform the following functions:

- To hire academic and classified employees for the district, subject to ratification by the Board;

- To authorize and direct employees of the district to incur travel expenses, including but not limited to, mileage to conduct district business, including conference travel, within the limits and budget requirements (Calif. Ed. Code, §87032);

- To sign applications for funds and contracts for the district, subject to ratification by the Board (Calif. Ed. Code, §81655);

- To delegate to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting (Calif. Ed. Code, §§ 87730 and 88201);

- To establish and maintain the district's purchasing procedure (Calif. Public Contract Code, Sections 20650, et seq, and Calif. Ed. Code, Sections 81641 et seq; Board Policy 3200);

Within Board Policy 2001-Administration Organization, the trustees affirm their legal responsibility to adopt policies governing the district and its colleges[51]. In so doing, it directs the Chancellor to implement those policies within an approved organizational structure.

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[50] https://www1.socccd.cc.ca.us/docs/board/policies/BP-2100.doc
[51] https://www1.socccd.cc.ca.us/docs/board/policies/BP-2001.doc

- The chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the district. Each college president is authorized and responsible for organizing college committees as needed to assist in college operations.

- To support the board's stated philosophy concerning internal administration, it is the policy of the board that all matters called to its attention by district personnel or by students shall be presented through the chancellor. Conversely, the board shall direct appropriate matters through the chancellor.

Board Policy 3001, Delegation of Authority (Business), harmonizes with board policies 2001 and 2100.[52]

> The Board of Trustees delegates to the Chancellor or designee the authority to manage and supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with the legal requirements of the California Education Code, Title 5, California Code of Regulations, federal guidelines, and other applicable statutes and regulations. This policy stipulates the following:

- No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the board;

- The Chancellor has broad authority to monitor and coordinate the fiscal affairs of District-related auxiliary organizations;

- The Chancellor or designee shall make appropriate periodic reports to the board and shall keep the board fully apprised regarding the financial status of the District."[53]

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[52] https://www1.socccd.cc.ca.us/docs/board/policies/BP-3001.doc
[53] Ibid.

DELEGATION OF AUTHORITY TO THE COLLEGE PRESIDENT

In summer 2008, BPARC began work to develop a board policy that delegates and delineates the authority of the college president. The Office of Human Resources provided the following job description for the college president (ID #0016):

> The president is the chief executive officer of the college, with leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, budgets, facilities, community and external relations, planning, evaluations, and special projects related to the mission of the college. The college president reports and is directly responsible to the district chancellor and exercises supervision over the administration, faculty, and classified staff of the college. The duties and responsibilities of the college president include:

- To discharge responsibilities in accordance with the policies, procedures, and approved plans of the district and the board of trustees, as well as state and national requirements.

- To provide leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.

- To provide leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.

- To direct all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.

- To direct the development and management of annual college budgets, in accordance with accepted governance and accountability standards.

- To provide leadership to ensure that campus facilities are well planned and well maintained.

- To maintain an effective administrative organization and delegate appropriate responsibilities to the college administrative staff.

- To provide leadership for the development of the college's long-range plans, annual goals, and short-term objectives.

- The responsibility for the safety and well being of college staff and students.

- To implement a college governance program which is participative, accountable, and effective.

- To promote effective communication within the college, with the district, and with the board of trustees.

- To represent the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other publics [*sic*].

- To assist the college foundation in its efforts to develop resources for the college.

- To attend meetings of the district and the board of trustees.

- To perform additional duties as assigned by the chancellor and the board of trustees."

DELEGATION OF AUTHORITY TO THE ACADEMIC SENATE

California Code of Regulations (Title 5) §53200-53205 delineates the role and scope of authority to the Academic Senate. In response to these sections the SOCCCD Board of Trustees approved and adopted board policy 2100.1 (Revised July 26, 2004). In academic and professional matters the Board of Trustees:

1. Recognizes the college academic senates as the representative of the faculties; and
2. Will rely primarily upon the advice and judgment of the academic senates in accordance with processes of collegial consultation as defined below; and
3. Designates the Chancellor of the District as its agent for purposes of implementation.

Scope

Academic and professional matters upon which the Board of Trustees will rely primarily upon the advice and counsel of the academic senates include [53200]:

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

All existing policy regulations, procedures, and guidelines addressing academic and professional matters will remain in place and be subject to modification only through the processes of collegial consultation. The academic senates will honor requests from the Board of Trustees and/or its agents to review relevant policies, regulations, procedures, and/or guidelines should the Board of Trustees and/or its agents believe that modifications are necessary or appropriate.[54]

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[54] https://www1.socccd.cc.ca.us/docs/board/policies/BP-2100.1.doc

FACULTY ASSOCIATION

The district recognizes the Faculty Association in accordance with the Higher Education Employment Relations Act (HEERA) as the exclusive representative of full-time and part-time faculty of the district, including librarians and counselors, for the purposes of meeting and negotiating.[55]

In doing so the district complies with chapter 10 of the Meyers-Milias-Brown Act which promotes full communication between public employers and their employees by providing a reasonable method of resolving disputes regarding wages hours, and other terms and conditions of employment between public employers and public employee organizations. It is also the purpose of this chapter to promote the improvement of personnel management and employer-employee relations within the various public agencies in the State of California by providing a uniform basis for recognizing the right of public employees to join organizations of their own choice and be represented by those organizations in their employment relationship[s with public agencies

The California State Legislature finds and declares the duties and responsibilities of local agency employer representatives under this chapter are substantially similar to the duties and responsibilities required under existing collective bargaining enforcement procedures.

The scope of representation shall include all matters relating to employment conditions and employer-employee relations, including, but not limited to, wages, hours and other terms and conditions of employment, except however that the scope of representation shall not include consideration of merits, necessity, or organization of service or activity provided by law or executive order.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND POLICE OFFICERS ASSOCIATION (POA)

AB 1725 directs that the Board of Trustees provide an opportunity for classified staff input on all matters that affect staff.   There are four organizations within the South Orange County Community College District that assume this role, the Saddleback College Classified Senate, the Irvine Valley College Classified Senate, the California School Employees Association, and the Police Officers Association.

The California School Employees Association (CSEA) and the Police Officers Association (POA) are the collective bargaining exclusive representatives for the groups that they represent. All non-exempt classified employees other than the police officers are represented by CSEA. All police officers are represented by POA.

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[55]http://www.perb.ca.gov/laws/statutes.asp#ST3560

E.C. §70901.2 states,

- Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members.

SOCCCD interprets this provision to mean that the exclusive representative will have the right to appoint the first and that the second representative to any committee will be appointed by the college classified senate. As a practical matter, most shared governance committees offer seats to each exclusive representative and a representative from each senate. Committee members are responsible for seeking Executive Board input on any decision to be made. Representatives are responsible for providing feedback to the Chapter membership at the next meeting following their attendance at a committee meeting. It is the position of classified staff leadership that the more representatives the classified staff has, the more effective their voice will be.

ASSOCIATED STUDENT GOVERNMENT (ASG)

The Associated Student Government is a body that derives its standing from the California Code of Regulations (CCR) Title 5. The pertinent section of Title 5 that relates to this constituent group is CCR§ 51023.7, which reads:

51023.7 (a) "The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

- 51023.7 (1) "Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures."
- 51023.7 (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) … the governing board shall recognize each associated student organization or its equivalent within the district[56] "**…**as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to

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[56] California Education Code§76060

serve on college or district committees, task forces, or other governance groups shall be made after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district."

Additionally, Board Policy 5627 provides that "the Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law "(Title 5, Calif. Code of Regulations, Section 51023.7 and Calif. Ed. Code, Section 70902[b][7]) [57]

- The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the Associated Student Government of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

Evaluation

The above analysis of cited legal authorities and district documents demonstrates that there exists a clear delineation of the areas and scope of responsibility for each constituent group with one significant exception. Through extended discussion the accreditation task force noted the absence of a board policy delineating the scope of authority of the college president. During this discussion it became evident to the task force that the assignment of responsibility should be accompanied by a delegation of commensurate authority to ensure the success of the college.

The task force endorses the development of a board policy (currently underway) that delineates the roles and responsibilities and delegation of authority to the college president. The adoption of this policy will be essential to providing a foundation for a fair and equitable establishment of authority, accountability and evaluation. It will also ensure all delegation of authority of non-policy issues to the college president.

Within the discussion for delegating authority to the college president the task force participated in a lengthy dialogue regarding the hiring procedures for administrators and managers. It was noted that in developing the job announcement there is no participation from constituent groups regarding the development of job duties and responsibilities for most administrator and manager positions. Nor is there any review process to ensure the job announcement is an accurate reflection of the scope of responsibilities. This procedure is contrary to all other hiring policies.

Future Planning and Recommendation

The task force has identified that the published job description is the document that most clearly delineates the responsibilities of an administrator or manager.

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[57] http://www1.socccd.cc.ca.us/docs/board/policies/BP-5627.doc

Therefore, the second recommendation of the task force is that the Board Policy and Administrative Regulation Council review Board Policy 4011, Employment Procedures for Administrators and Managers, and provide clarification for job description development that ensures effective participation and input from appropriate constituent groups.

B. Identify the roles and scope of authority of district and college committees in the decision-making process (Standards I.B.1, IV.A.1, and IV.A.2);

<u>Response:</u>

As has been previously discussed, a primary focus of the district and college constituency groups and administration has been the definition of the role of each constituent group. Two-way communication between the district and college, and between college and constituent group is primarily delegated to committees and task forces Their members are either elected by the membership or appointed or by constituent group leadership.

Across the district and college, committees, councils and cabinets have been formed to address issues that affect daily operations.

Each committee has similar components that create unity and efficiency. Committees follow the established lines of communication when taking action or making recommendations. Committees designate representatives to carry forward their decisions, recommendations and requests to the next ranking committee or decision-making body. Ad hoc committees and task forces employ similar decision-making processes (e.g., determining membership, committee charge, meeting schedules, agenda, submitting recommendations) as standing committees.

<u>Board of Trustees</u>

The trustees have established policies that address the formation of district and college committees. Additionally they have adopted policies (100 series) that delineate their responsibilities as board members when serving on committees.[58] BP 118, Committees of the Board (adopted July 28, 2008), grants authority to the board to establish committees deemed necessary to assist the board in its responsibilities. The policy also provides that:

- Any committee established by board action shall comply with the requirements of the Brown Act regarding open meetings.

- Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

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[58] http://www.socccd.org/about/about_boardpolicy.asp

District Committees

CHANCELLOR'S EXECUTIVE COUNCIL (CEC)

Purpose:
To provide counsel and input concerning policy and administrative services to the Chancellor.

Membership:
Chancellor (Chair)
Deputy Chancellor
Vice Chancellor, Technology and Learning Services
Vice Chancellor, Human Resources
President, Saddleback College
President, Irvine Valley College
Acting Associate Provost, Advanced Technology and Education Park

Meeting Schedule:
The CEC meets from 9 a.m. to 11 a.m. each Monday in the Chancellor's Office.

Agenda Items:
The Chancellor is responsible for setting the agenda. Given the nature of the council, the agenda varies according to current events and activities at the colleges and district. For example, during the first few weeks of each term, enrollment reports are a standing agenda item. Progress reports and updates on the Advanced Technology and Education Park project have been on the agenda for the past several years.

Actions and Recommendations:
Since the Chancellor serves as CEC chair, he is an active participant in the discussion and deliberation of items. Depending on the nature of the item, the Chancellor may act on the recommendation of the Council during the meeting or may take the recommendation under advisement and present his decision at a later time.

CHANCELLOR'S DOCKET

Purpose:
The Docket meeting provides an opportunity for the district, each college, and ATEP to present agenda items for monthly meetings of the Board of Trustees. It is also a time for each of the constituent groups to review and discuss the agenda items that have been submitted.

Membership:
>   Chancellor, Chair
>   Deputy Chancellor
>   Vice Chancellor, Technology and Learning Services
>   Vice Chancellor, Human Resources
>   President, Saddleback College
>   President, Irvine Valley College
>   Acting Associate Provost, Advanced Technology and Education Park
>   President, Academic Senate, Irvine Valley College
>   President, Academic Senate, Saddleback College
>   President, Faculty Association
>   President, California School Employees Association
>   President, Classified Senate, Irvine Valley College
>   President, Classified Senate, Saddleback College
>   President, Police Officer Association
>   Classified Manager Representative

Meeting Schedule:
The docket meeting is held monthly; typically on the Thursday two weeks prior to the Board of Trustees scheduled meeting date. The meeting dates are set and published well in advance of the start of the academic year.

Agenda Items:
Each executive staff member (Chancellor, Deputy Chancellor, Vice Chancellors, College Presidents, and Acting ATEP Associate Provost) may submit items for the next Board of Trustee meeting agenda. These items are submitted to the Chancellor and form the agenda for the monthly docket meeting.

Actions and Recommendations:
Each agenda item is presented by its originator and discussed by the docket members. Recommendations for revisions or withdrawal of an item may be made during the docket meeting. The Chancellor may act upon these recommendations during the docket meeting or may accept the recommendation and report his decision at a later time. Agenda items that are submitted during the docket meeting or added or revised at the discretion of the Chancellor are placed on the Board of Trustees Meeting Agenda for appropriate action.

CHANCELLOR'S CABINET

Purpose:
To discuss district-wide issues at the cabinet level with governance groups in attendance.

Membership:
 Chancellor, Chair
 Deputy Chancellor
 Vice Chancellor, Technology and Learning Services
 Vice Chancellor, Human Resources
 Director of Public Affairs and Intergovernmental Relations (District)
 President, Saddleback College
 President, Irvine Valley College
 Acting Associate Provost, Advanced Technology and Education Park
 President, Academic Senate, Irvine Valley College
 President, Academic Senate, Saddleback College
 President, Faculty Association
 President, California School Employee Association
 President, Classified Senate, Irvine Valley College
 President, Classified Senate, Saddleback College
 President, Police Officer Association
 Classified Managers Representative

Meeting Schedule:
Chancellor's Cabinet meetings are held monthly immediately following the Docket Meeting.

Agenda Items:
The Cabinet meeting agenda is set by the Chancellor; however, any member may submit items for the agenda by sending them to the Chancellor prior to the meeting. Each constituent group also has an opportunity to provide a report of current activities and concerns.

Actions and Recommendations:
Recommendations made by the Cabinet are communicated directly to the Chancellor during the meeting and are reported in the cabinet minutes.

DISTRICT LEADERSHIP COUNCIL (DLC)

Purpose:
The purpose of the DLC is to prepare our leaders for change and to sustain a culture of continuous improvement through information, collaborative discussion, and team building.

Membership:
The District Leadership Council is a district-wide council that includes all academic administrators and classified managers from District services, the South Orange County Community College District, Saddleback College, and Irvine Valley College and ATEP.

Meeting Schedule:
The council meets monthly. Initially the meetings were held on Friday mornings. However, after a survey was conducted by the Chancellor's Office, academic administrators and managers who responded overwhelmingly chose Thursday morning as their preferred meeting time. Consequently meetings are held on Thursdays.

At the members' request, an annual calendar of meetings is sent to all members so that they may plan their calendar accordingly.

Agenda Items:
The agenda is prepared by the District Chancellor as the Council leader. Additional agenda items are solicited from members of the Council. The DLC provides the Chancellor with an opportunity to update academic administrators and classified managers on the most current information regarding issues affecting the district, colleges, and ATEP. This is also a venue for the Chancellor to brief council members, receive feedback and have collaborative discussions.

DLC is also an opportunity to provide leadership training. All members completed an online leadership training course during the spring semester of 2008 entitled **Essential Skills In Leadership.**

Actions and Final Recommendations:
The DLC is an important means for the chancellor to communicate with his administrators and provide an opportunity for social interaction. It is neither an advisory body nor a decision-making body.

BOARD POLICY AND ADMINISTRATIVE REGULATION COUNCIL (BPARC)

Purpose:
To coordinate the writing and revision of District Board Policies and Administrative Regulations with the assistance of administrative and shared governance representatives. The council was formed through the adoption of Board Policy 107.

Membership:
    Deputy Chancellor, Chair
    Vice Chancellor, Technology and Learning Services
    Vice Chancellor, Human Resources
    Vice President for Instruction, Irvine Valley College
    Vice President for Student Services, Saddleback College
    Instructional Deans (one from each college)
    Assistant Director, Human Resources
    President, Academic Senate, Irvine Valley College
    President, Academic Senate, Saddleback College
    President, Faculty Association
    President, California School Employee Association
    President, Classified Senate, Irvine Valley College
    President, Classified Senate, Saddleback College

Meeting Schedule:
The second and fourth Friday of each month.

Agenda Items:
Recommendations for new or revised board policies may originate at any time from members of the Board of Trustees, the Chancellor, members of the District or college administration, faculty, staff, students, or members of the public.[59]

Actions and Recommendations:
Board Policy 107 delineates how recommendations are accepted and flow within the decision making process. "Draft policies and administrative regulations are forwarded to the Chancellor for submission to the Board of Trustees Policy Subcommittee. The Policy Subcommittee reviews the proposed board policies and administrative regulations and will either (a) return the policy or regulation draft to the Chancellor with recommendations for further revision, or (b) direct the chancellor to forward the policy or regulation draft to the Board of Trustees for review and study.

New or revised board policies and administrative regulations presented to the Board of Trustees by the Chancellor shall normally receive at least two readings; however, the Board may adopt new or revised policies and regulations at a first reading if the agenda indicates that action may occur at the first reading.

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[59]http://www1.socccd.cc.ca.us/docs/board/policies/BP-107-BoardPolicyandAdministrativeRegulations.doc

At the first reading, new or revised policies and regulations are normally submitted to the Board of Trustees for "Acceptance for Review and Study." The second reading is for revision and/or approval.

Subsequent reading may be conducted if approval is not accomplished at the second reading. A draft policy or regulation revised following either a first or second or subsequent reading need not be subject to further readings prior to action.

DISTRICT-WIDE TECHNOLOGY COUNCIL

Purpose:
District-wide coordination of new systems, hardware, and software implementation.

Membership:
    Vice Chancellor, Technology and Learning Services (Advisor/Chair)
    Vice President for Instruction, Saddleback College
    Vice President for Student Services, Irvine Valley College
    ATEP Dean of Instruction and Student Services
    Associate Director, Administration Systems IT
    Associate Director, Academic Systems and Special Projects
    Telecommunications and Network Security Manager
    Systems Manager, Computer and Network Operating Systems
    Director of Technology Services, Irvine Valley College
    Director of Technology Services, Saddleback College
    Director of Instructional Support Services, Saddleback College
    Dean of Career and Technical Education and Workforce Development, Irvine Valley College
    Dean of Advanced Technology and Applied Science, Saddleback College
    Faculty Representatives (one from each college)

Meeting Schedule:
Once a month at a day and time established by the council at the beginning of each academic term.

Agenda Items:
Review of district and college IT projects, testing and exploration of new software and hardware, college technology refresh request for Basic Aid funding, and network infrastructure and security updates.

Actions and Recommendations:
Committee recommendations are forwarded to College and District administration.

LEARNING SERVICES COORDINATING COUNCIL (LSCC)

Purpose:
To foster improved communication and coordination among the District, Saddleback College, Irvine Valley College, and the Advanced Technology & Education Park, and to review and discuss the current issues, problems, and needs of the entities.

Membership:
The LSCC is a district-wide committee that includes:
   Vice Chancellor, Technology and Learning Services (Chair)
   Vice President for Instruction, Irvine Valley College
   Vice President for Instruction, Saddleback College
   Vice President for Student Services, Irvine Valley College
   Vice President for Student Services, Saddleback College
   Dean of Instruction and Student Services, ATEP
   Director of Research and Planning (District)
   Associate Director, Administrative Systems (as needed)
   Associate Director, Academic Systems and Special Projects (as needed)

Meeting Schedule:
This committee meets each Thursday from 8:30 a.m. to 10 a.m. The meeting location rotates between the colleges.

Agenda Items:
Development, delivery, and review of educational programs and services offered in the District; issues related to technology services for academic functions; coordination of district and college research functions, enrollment management practices, distance education programs; relationships with colleges, universities, local high schools, and regional occupational programs with focus on promotion of student success.

Actions and Recommendations:
Recommendations are brought to the Chancellor's Executive Council (CEC) for support and implementation.

STUDENT INFORMATION SYSTEM EXECUTIVE STEERING COMMITTEE (SIS STEERING COMMITTEE)

Purpose:
To oversee the decisions, including budget, of the development and implementation of the Student Information System.

Membership:
The SIS Steering Committee is a district-wide committee that includes:
   Vice Chancellor, Technology and Learning Services (Chair)
   Vice President for Instruction, Irvine Valley College
   Vice President for Instruction, Saddleback College
   Vice President for Student Services, Irvine Valley College
   Vice President for Student Services, Saddleback College
   Dean of Instruction and Student Services, ATEP
   Director of Research and Planning (District)
   Associate Directors, IT (District)
   Faculty representatives, IVC (2)
   Faculty representatives, SC (2)
   Classified employee representative, IVC
   Classified employee representative, SC
   Neudesic, LLC, representatives (Contractor).

Meeting Schedule:
This committee meets from 8:30 a.m. to 10 a.m. the first Thursday of each month. The meeting location rotates between the colleges.

Agenda Items:
Discussion topics center around deployment schedules, timeline for module user acceptance and testing (UAT), budget, scope of work, and contract development of next phase.

Actions and Recommendations:
The SIS Steering Committee is a two-way communication between the District IT Department and the Student Information System Project stakeholders. Recommendations made by the SIS Steering Committee are used by the Vice Chancellor of Technology and Learning Resources who oversees the SIS project and manages the contract with the outside contractor.

AD HOC TASK FORCES (EXAMPLE GIVEN) 50% LAW Advisory Council

On September 28, 2007, a 50% Law Advisory Council (Ad Hoc Committee) was established by the Chancellor to 'review current spending patterns and make recommendations to raise compliance with this law to a reasonable level'. The charge of the council was to provide recommendations to the Chancellor by November 1st for implementation in 2007-2008 and additional recommendations by December 15th for implementation in 2008-2009. This action was in response to the district's declining percentage with California Education Code §84362. This statute, also known as the 50% Law, requires all community colleges to spend at least half of their "current expense of education" for "salaries of classroom instructors."

Membership:
Deputy Chancellor, Chair
Vice Chancellor
Vice Chancellor
Vice President, Instruction, SC
Vice President, Instruction, IVC
Vice President, Student Services, IVC
Director of Fiscal Services, SC
Director of Fiscal Services, IVC
District Director of Business Services

Academic Senate, SC	2 representatives
Academic Senate, IVC	2 representatives
Faculty Association	2 representatives
CSEA	2 representatives

Meeting Schedule:
The initial meeting date was set by the Chancellor when the council was established. Based on the charge of the council and deadlines set, the council developed its own meeting schedule. The council met six times between September 28, 2007, and December 7, 2007. A seventh meeting date had been set but was cancelled because the council finished its assignment ahead of schedule.

Agenda Items:
The initial agenda was set by the Deputy Chancellor. Future agendas were indirectly developed by the council based on requested information, data and topics of discussion. The charge of the council was specific, and the agenda items reflected this specificity.

Actions and Recommendations:
The council set 50% law benchmarks for each of the colleges, district services and ATEP. The final recommendations were submitted to the Chancellor and the Board of Trustees, and were accepted as presented by the council. Board agenda items were submitted on November 13, 2007[60] and December 10, 2007[61].

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[60] http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=88; Agenda Item 6.3

COLLEGE COMMITTEES

The sixteen committees described herein demonstrate Saddleback College's commitment to the shared governance decision-making process. Each committee is recognized as a vital component to the organizational structure of the college. Each committee/constituent group seats representatives on the Planning and Budget Council

PLANNING AND BUDGET COUNCIL (PBC)

Purpose:
The Planning and Budget Council is the central recommending committee to the college president. It is charged with ensuring that the overall College planning and budget decisions are in accord with the Saddleback College Strategic Plan.[62]

The decision-making process of PBC provides for effective participation and meaningful contribution from the designated representatives of faculty staff, administration and classified managers. Through a collegial process, the Council makes recommendations to the College President for review and action. (www.saddleback.edu/gov/pbc)

Membership:
PBC relies heavily on the ability of its members to understand the role and responsibilities of each constituent group represented on the council when they give input to the committee's deliberations. It consists of 15 members distributed as follows.

Academic Senate	4 representatives
ASG	2 representatives
Classified Staff	2 representatives
Classified Management	1 representative
College President, Ex Officio	facilitator
Deans' Cabinet	2 representatives
Director Fiscal Services	1 representative
Vice Presidents	2 representatives

Meeting Schedule:
PBC meets weekly on Tuesdays from 1:30 to 3:30pm.

Agenda Items:
PBC addresses agenda items from the respective governance unit members, which are then considered by the PBC for study and/or action.

PBC also receives agenda items and recommendation from the various College Committees for study and/or action. These Committees are listed on the PBC flowchart found at www.saddleback.edu/gov/pbc/ and explained in a detailed narrative to be

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[61] http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=90; Agenda Item 7.1
[62] http://www.saddleback.edu/gov/pbc/PDF/08_31_06_Governance_Narative.pdf

found on the same page.[63] Minutes, reports and action items are produced and offered to the college wide community in the standard pdf format.

Actions and Recommendations:
PBC makes recommendations to the College President. It is the responsibility of the College President to make final decisions.

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[63] http://www.saddleback.edu/gov/pbc/PDF/08_31_06_Governance_Narative.pdf

STRATEGIC PLANNING GROUPS

Four committees were established to implement the College strategic plan. The following four committees were created by PBC to provide recommendation for specific areas of the Strategic plan.

INSTITUTIONAL EFFECTIVENESS

Purpose:
Institutional Effectiveness (IE) planning group   functions within the boundaries established by the Saddleback College Strategic Planning Process. It coordinates the efforts of the Curriculum Committee, the Program Review Committee, and Student Learning Outcomes[64] Through this committee, these three important components of institutional effectiveness are linked in a comprehensive process of evaluation, planning, and curriculum/program change at Saddleback College. IE is a standing committee of the Academic Senate as well as one of the College's strategic planning committees.

Membership:
The IE committee consists of 10 members distributed as follows:
    Academic Senate   4 representatives
    Classified Staff   4 representatives
    Administrators   1 representative
    Classified manager 1 representative

IE is a shared governance group as represented by its composition. It is chaired by an Academic Senate representative.

Meeting Schedule:
The committee meets for at least one hour every two weeks.

Agenda Items:
The Institutional Effectiveness planning group addresses college accountability in areas such as Student Learning Outcomes, Enrollment Data, and Program Review.

Actions and Recommendations:
The Institutional Effectiveness planning group makes recommendations to the Planning and Budget Council.

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[64] http://www.saddleback.edu/gov/pbc/SCStrategicPlanningProcessPost.pdf

STUDENT SUCCESS

Purpose:
The Student Success planning group functions within the boundaries established by the Saddleback College Strategic Planning Process.[65] It is a shared governance body that encourages, documents and supports the persistence and retention of Saddleback College students.

Membership:
The Student Success planning group consists of 12 members distributed as follows:

Academic Senate	3 representatives
ASG	2 representatives
Counselor	3 representatives
Dean	1 representative
Classified Staff	2 representatives
Classified Managers	2 representatives
VP Student Services,	Chair

Meeting Schedule:
The Student Success planning group meets every second and fourth Thursday of the month.

Actions and Recommendations:
The Student Success planning group addresses items based on college annual goals for the purpose of defining, recommending resources, actions and achieving specific outcomes which improve the persistence and retention of students. The Student Success planning group makes recommendations to the Planning and Budget Council.

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[65] Ibid.

CAMPUS ENVIRONMENT

Purpose:
The Campus Environment planning group functions within the boundaries established by the Saddleback College Strategic Planning Process[66]. Its role is to address facilities and maintenance issues at the College. These issues include the areas of safety, campus beautification, facilities modifications, grounds and building maintenance. The governing principle of the committee is to have safe and well maintained campus facilities and grounds to support present and future institutional and community needs.

Membership:
The Campus Environment planning group consists of 12 members distributed as follows:

Safety Committee Chair – Director Beautification Committee Chair	1 representative
Deans	2 representatives
Classified Managers	2 representatives
Academic Senate	2 representatives
Classified Staff	2 representatives
Classified Staff DSPS	1 representative
Students	2 representatives

The committee is chaired by the Director of Facilities.

Meeting Schedule:
The committee meets once every two weeks during the regular academic year.

Agenda Items:
The Campus Environment planning group addresses agenda items that pertain to the prioritization of scheduled maintenance projects, review of safety issues, prioritization of facilities modifications, beautification projects, classified staff hiring prioritizations, and development of the committee's strategic plan.

Actions and Recommendations:
 Recommendations from the planning group are formulated, approved and forwarded to the Planning and Budget Council for their action.

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[66] Ibid.

ENROLLMENT MANAGEMENT

Purpose:
The Enrollment Management planning group functions within the boundaries established by the Saddleback College Strategic Planning Process.[67] This committee's mission is to implement, document, monitor and periodically revise the structure of student enrollment and retention using processes that are flexible, educationally sound, evidence based, and provide guidance to the Planning and Budget Council for a collaborative approach to establishing priorities and determining strategies. It closely supports the major college goal to provide access to learning opportunities that promote student success.

Membership:
The committee has 13 members representing the following groups:

VPI, Chair	
Faculty	4 representatives
Classified Senate	2 representatives
Classified Manager	2 representatives
Students	2 representatives
Deans	2 representatives

Meetings Schedule:
The Enrollment Management planning group is a shared governance committee chaired by the Vice President for Instruction that meets every other Monday.

Agenda Items:
Agenda items revolve around issues relating to enrollment. Sample agendas can be found at http://www.saddleback.edu/gov/senate/enrollment_management.html .

Actions and Recommendations:
The Enrollment Management planning group makes recommendations to the Planning and Budget Council.

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[67] Ibid.

RESOURCE ALLOCATION COMMITTEES

The following committees were established to make recommendations for resource allocation and were integrated into the operational structure of PBC.

EQUIPMENT

Purpose:
The Equipment Committee annually reviews college-wide instructional and non-instructional equipment requests, develops a three year College Equipment Plan, and makes appropriate recommendations for funding. The Equipment Committee also maintains the instructional and non-instructional three year College Equipment Plan.

Membership:
The Equipment Committee is a shared governance committee that consists of 8 members distributed as follows:

Deans	2 representatives
Academic Senate	2 representatives
Classified Staff	2 representatives
Classified Managers	2 representatives

The meeting is chaired by the Dean of Advanced Technology and Applied Science.

Meeting Schedule:
The Equipment Committee meets on an as needed basis on Thursday afternoons.

Agenda Items:
The Equipment Committee addresses agenda items that deal with funding requests from divisions, and prioritization of instructional as well as non-instructional requests.

Actions and Recommendations:
The College Equipment Committee makes annual recommendations for funding of requests to the Planning and Budget Council. PBC makes a recommendation to the College President who notifies the College Equipment Committee of his decision.

TECHNOLOGY

Purpose:
The Technology Committee oversees the review and maintenance of College technology, and prioritizes technology requests. The Committee is charged with soliciting, upgrading, maintaining as well as expanding existing technology at the College in an ever evolving three-year timeline.

Membership:
The Technology Committee consists of 18 members distributed as follows:

Administrators	2 representatives
Classified Managers	2 representatives
Classified Staff	3 representatives
Associated Student Government	1 representative
Division Representatives	10 representatives
Director of Instructional Support Services	Chair

Meeting Schedule:
The committee meets every Thursday morning once all documentation has been gathered.

Agenda Items:
The Technology Committee addresses agenda items that pertain to upgrading, maintaining as well as expanding existing technology at the College.

Actions and Recommendations:
The Technology Committee makes annual recommendations to the Planning and Budget Council (PBC) for final approval and funding. The Planning and Budget Council makes a recommendation to the College President who notifies the College Technology Committee of his decision.

HIRING COMMITTEES

CLASSIFIED HIRING

In 2007-2008, the PBC took responsibility for classified hiring prioritization to more closely tie hiring to program review and strategic planning.

Funding for replacement positions remains with the department, but requests for new positions follow a competitive process. A committee consisting of two deans, two managers, two faculty, three CSEA representatives, and three classified senate representatives annually review requests for new classified positions and prioritize them.

The prioritized requests are then referred to the President and his senior staff (VPI, VPSS and Director of Fiscal Services) who divide them into four groups based on whether they appeared to be most relevant to enrollment management, facilities, institutional effectiveness, or student success. These requests are then forwarded to the appropriate planning group to submit a prioritized list to PBC. PBC creates one priority list which is submitted to the president. The president then approves requests based on available funding.

FACULTY HIRING PRIORITIZATION COMMITTEE

Purpose: The faculty hiring committee is the mechanism for identifying and prioritizing the hiring of new faculty members. The committee reviews requests for new and replacement faculty positions.

Membership:
The Faculty Hiring Prioritization Committee is an Academic Senate committee that is comprised of one representative from each of the academic divisions and the academic deans. The Vice President for Instruction and the Academic Senate's representative who chairs the committee.

Meeting Schedule:
September of each year.

Actions and Recommendations
By October of each academic year, in compliance with BP 4011.1 following approval by the Chancellor, each College President will submit to the Board of Trustees a ranked list of recommended full-time faculty positions for the subsequent year, classified according to Item 2 above, and compiled by an internal process developed by the Academic Senate and the President, and approved by the President. The Board will either approve (authorize for announcement) or disapprove (not authorize for announcement) each recommended position. The Board will make clear any contingent terms for any approved positions[68].

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[68] http://www1.socccd.cc.ca.us/docs/board/policies/BP-4011.1.pdf

STUDENT SERVICES LEADERS COUNCIL

Purpose:
The Student Services Leaders Council disseminates information, advocates for student needs, promotes professional development, collective planning and collaborative decision making.

Membership:
The Student Services Leaders Council consists of 19 members distributed as follows:
> Vice President of Student Services, Chair
> Matriculation Coordinator
> Re-Entry/ Women's Ctr Svc Specialist
> Director Student Development, Manager Child Development Center
> Dean, Counseling Services & Special Programs
> Director, Student Health Center
> EOPS Coordinator
> Director, Financial Assistance Programs
> Coordinator of Counseling
> Assistant Athletic Director
> DSPS Coordinator
> Outreach Specialist
> Dean, Kinesiology & Athletics
> Transfer Center Coordinator
> Assistant Dean, Student Services
> Director, Admissions & Records
> Registrar
> International Student Specialist
> Student, ASG   2 Representatives

Meeting Schedule:
The Student Services Leaders Council meets monthly.

Agenda Items:
The Student Services Leaders Council addresses agenda items that directly pertain to student issues.

Actions and Recommendations:
The Council serves as an advisory body to the Vice President for Student Services who communicates the items to the various college areas responsible for actions.

ACADEMIC SENATE

Purpose:
The Role and Scope of Authority of Academic Senates is established in BP 2100.2.[69]
This Policy and Board Policy 2100.1 ("Delegation of Authority to the Academic Senate")
are intended to define the role and scope of authority of the District's academic senates
in relation to the Board of Trustees.

Within the board policy 2100.1 the Board of Trustees affirms the following:

- The academic senates assume primary responsibility for making
  recommendations in the areas of curriculum and academic standards

This policy incorporates sections found within California Education Code that delineate
responsibilities to the Academic Senate. BP 2100.2 provides for the joint development
and mutual agreement with the Board of Trustees in the following three areas:

- Pursuant to Education Code Section 87360, hiring criteria, policies and
  procedures for new faculty members shall be developed and agreed upon jointly
  by representatives of the Board of Trustees and the Academic Senates, and
  approved by the Board.[70]

- Pursuant to Education Code Section 87458, the process by which the Board of
  Trustees determines whether an administrator whose administrative assignment
  has expired or has been terminated possesses the minimum qualifications for
  assignment as a first year probationary faculty member.

- Pursuant to Education Code Section 87359, the process, as well as the criteria
  and standards by which the Board of Trustees determines whether a potential
  faculty member possesses qualifications at least equivalent to the minimum
  qualifications specified in the regulations of the Board of Governors.

Membership:
Using the parameters established within Title 5 (CCR § 53202) faculty are selected by
their faculty colleagues to represent them. Membership is constructed using the
following formula: one senator for every ten full-time faculty members within a
designated area of instruction.

Meeting Schedule:
The Academic Senate meets every other Wednesday during the Fall and Spring
semesters and 3 times during the summer. The meeting dates, times and places are
made available to all Senators and that calendar is posted on the Academic Senate
website: http://www.saddleback.edu/gov/senate

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[69] http://www1.socccd.cc.ca.us/docs/board/policies/BP-
2100.2RoleandScopeofAuthorityoftheAcademicSenates.DOC
[70] See Board Policies 4011.1 and 4011.2; http://www.socccd.org/about/about_boardpolicy.asp

The meeting is open to anyone who wishes to attend. An Academic Senate office is maintained in the college Governance Building (Room 121).

Agenda Items:
The agenda is prepared by the Executive Committee. This committee is made up of its officers (President, Vice-President, President Elect, and Secretary). Senate representatives may also suggest agenda items, as may college administration, the Associated Student Government (ASG). In compliance with the Brown Act, the agenda is posted electronically and a hard copy is posted 72 hours prior to the meeting on the bulletin board outside the Senate offices. The Senate office keeps copies of all agendas and minutes of meetings.

Actions and Recommendations:
The Senate has a number of standing committees as listed in its By-Laws. These committees, such as Curriculum, General Education, Distance Education, are charged with specific tasks. Actions taken by these and other committees come to the Academic Senate for discussion, action and recommendation.

DEANS' CABINET

Purpose:
The Deans' Cabinet is an important means for the Vice President for Instruction to communicate with the academic deans and assistant deans and to make important recommendations regarding the role of instruction at the College.

Membership:
The Deans' Cabinet is a college-wide committee that includes the Vice President for Instruction (VPI) and all academic deans and assistant deans from Saddleback College. The cabinet meeting is chaired by the Vice President of Instruction. The Dean of Instruction & Student Services at the Advanced Technology & Education Park (ATEP) is an invited guest at this meeting.

Meeting Schedule:
The Deans' Cabinet meets bi-weekly for approximately two hours on a Wednesday morning.

Agenda Items:
The agenda for Deans' Cabinet is prepared by the Vice President for Instruction with input from the various campus deans and assistant deans. The role of the cabinet is to:
- disseminate information,
- promote professional development;
- advocate for instructional needs;
- facilitate collective planning;
- reach collaborative decisions; and
- discuss and implement board and administrative policies

Actions and Recommendation:
Discussion items are concluded with a consensus opinion or request for more information. The cabinet serves primarily as an advisory body to the Vice President for Instruction who moves the items to the various college areas and/or committees of responsibility or to the College Planning and Budget Committee (PBC).

The Deans' Cabinet supplies two representatives to the PBC. The Deans Cabinet also provides representation to all college committees.

CLASSIFIED MANAGERS

Purpose:
The college employs 25 classified managers who primarily hold director positions. These positions differ to deans and vice presidents in that they are non-academic appointments.

Classified managers are recognized as a constituent group district wide and are included on all shared governance committees. Typically managers will attend or chair the committee that reflects their level of expertise, e.g. the Director of Facilities and Maintenance chairs the Campus Environment Strategic Planning Committee. At the college level managers are represented on all strategic planning groups and college committees. Participation in college and district issues, while not formalized, is significant.

Membership:
In recent years there have been attempts to formalize classified managers as a cohesive group and to provide input and recommendations on pertinent issues. Due to the diversity of the members, no clear leader of the group emerged to continue this process, unlike Dean's Cabinet, which is run by the Vice President for Instruction.

Meeting Schedule:
No formal meeting schedule exists for classified managers; however, if a topic arises that relates specifically to this group a meeting will be convened.

Agenda Items:
The agenda will typically be set by the individual convening the meeting.

Actions and Recommendations:
Recommendations made as participants or chairs of other committees follow the process for those committees.

CLASSIFIED SENATE

Purpose:
To provide a forum for the participation of non-exempt classified employees in decision making, representation, and communication at the college.

Membership:
Each work unit of the college is allocated one senator for every 10 employees or portion thereof. Representatives are elected to staggered two-year terms.

Meeting Schedule:
2nd and 4th Wednesday of each month, July through June, 12:15 to 1:30 p.m.

Agenda Items:
1. Call to Order
2. Approval of the Minutes of the previous meeting
3. Treasurer's Report
4. President's Report
5. Committee Updates:
6. Officer's Reports
7. CSEA Liaison Report
8. Old Business
9. New Business
10. Good of the Order
11. Adjournment

Actions and Recommendations:
The classified senate appoints representatives to sit on all campus committees that have been determined to be shared governance in nature. Committee members are responsible for seeking senate input to any policy decision to be made, and then representing the senate when a vote is taken. In most cases, Senate representatives are empowered to vote their general understanding of the will of the majority of the classified staff using their best judgment. When decisions are policy based or deemed to have significant impact, the representative is required to seek direction from the Senate. Any Senate member who attends a committee meeting is expected to prepare and submit a report, either written, verbal, or both, at the next Senate meeting.

ASSOCIATED STUDENT GOVERNMENT (ASG)

Purpose:
The purpose of ASG is to fulfill the requirements of CCR§51023.7 and Board Policy 5627.

Membership:
The governing body of the Associated Students of Saddleback College (ASG) consists of three branches:

1. Executive cabinet   up to 39 members including the ASG President
2. Senate   13 members including the ASG Vice President
3. Inter Club Council (ICC)   7 members

Director of Student Development

Meeting Schedule:
Each of the three branches meets weekly.

Agenda Items:
The Associated Student Government Agenda is prepared by the Executive Cabinet. It addresses issues that deal with student life, leadership issues, allocation of funds, and other related matters.

Actions and Recommendations:
The ASG participates in college governance by appointing members to Saddleback College committees. ASG is required to follow established lines of communication, authority, approval and adoption for all student functions. For example: ASG is responsible for preparing and submitting its annual budget to the Board of Trustees. Prior to submission, the ASG presents its budget to the Planning and Budget Council for input and endorsement. Following this endorsement, ASG presents the budget to the College President who submits the budget to the Chancellor as a College agenda item for the Board of Trustees meeting. Members of ASG present their budget to the Board for approval in a public meeting of the Board of Trustees.

Evaluation:

Saddleback College and the district offices continue to work diligently to create an environment where there is balance among decision-making responsibility, authority, and accountability. Each of the committees listed above follows an established format of empowering their representatives to communicate the endorsed actions and recommendations to those with the ultimate responsibility for adoption and implementation. The college committee structure provides for decisions that can and should be made by the people charged with managing an area or chairing a committee.

Therefore, district and college committees are given latitude in determining whether they elect to reach decisions through consensus or vote. This process of allowing committees to establish their own mode of operations creates an environment that allows for many perspectives and voices in the decision-making process. This process is neither overly bureaucratic nor burdened with too many operational rules. A direct outcome is an elevation in the level of professional discourse, collegiality, and creativity in formulating solutions.

The decision-making process is grounded in the college values of learning and community engagement. Decisions that affect many people generally need input from several constituent groups. In general, decisions that are more philosophical, policy-based, or strategic in nature require more thoughtful and inclusive input. The decision-making structure has evolved over time to be as inclusive as possible, thus allowing for multiple perspectives on a wide variety of issues.

It takes time and patience to listen to colleagues with whom we do not agree. Our decision-making procedures have developed a trust that most representatives will present themselves professionally, honestly, and collegially in order to advocate for a better environment for students and not to make a personal point or win an argument.

Future Planning and Recommendations

Informal assessment of a committee's charge, structure and effectiveness is an ongoing activity at both the district and college level. This assessment yields valuable information that is used for determining whether the district or college committee has fully completed its task or needs to be maintained and established as a standing committee.

During the course of discussion, the task force noted that there is some ambiguity about the makeup of specific committees. This was most notable when discussing district committees. The task force recommends that the district review and provide clarification for the membership on its committees and councils.

C. Involve all constituent groups in a meaningful and collaborative manner in the decision-making process (Standards I.B.1, IV.A.1, and IV.A.2)

Response:

The response to the immediately preceding commission recommendation provides strong evidence that the current district and college committee structure and membership afford multiple opportunities for the designated representatives from each constituent group and administrative unit to work together as joint venture partners in supplying recommendations and implementing actions in furtherance of the college and district mission.

In 2005, the college began seeking to provide effective participation for all constituent groups. The district leadership also sought to create appropriate forums for constituent groups to participate in the decision-making process. This required patience and persistence from the constituent group leadership. Diligence was essential in sustaining the effort needed to reconstitute shared governance committees, establish new committees, and develop a renewed awareness of the fundamental right of each constituent group to contribute in an effective and collaborative manner in the decision-making processes of the college and district.

In preparation for writing the response to this recommendation the Accreditation Task Force had an extensive discussion as to what constitutes "meaningful and collaborative" involvement in the decision-making process. Members from the constituent group leadership of the college and district supported these principles:

- Meaningful and collaborative involvement is an essential component to participating effectively in district and college governance;
- Meaningful and collaborative involvement requires timely, open and honest communication;
- Meaningful and collaborative involvement does not always require mutual agreement;
- Meaningful and collaborative involvement generates recommendations and input that are given serious consideration by those charged with the ultimate responsibility for decision-making, (e.g., the Board of Trustees, Chancellor, College President) as delineated by board policy.

SOCCCD Policies Ensuring Effective Participation

What follows is documentation of constituent groups identified in California Education Code, California Code of Regulation (CCR) Title 5, how their acknowledged role harmonizes the relevant sections within the law, regulation and board policy in order to collegially consult and effectively participate in a meaningful and collaborative manner within the SOCCCD.

BOARD OF TRUSTEES

It is the responsibility of the Board of Trustees to establish policy and regulation ensuring each constituent group has the opportunity to participate effectively in college governance. Pursuant to E.C. 70902(d) the trustees have established policies and procedures to:

- Ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, and
- Ensure the right to participate effectively in district and college governance, and
- Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.[71]

Three board policies have been adopted that provide for the participation of the faculty, all management and non-management classified employees of the District and students.

ACADEMIC SENATE

In Board Policy 2100.1 (Role and Scope of Authority of the Academic Senate) acknowledges that:
- Faculty have the right to participate in district and college governance;

- Faculty have the opportunity to express their opinions at the college and district level, and to ensure that these opinions are given every reasonable consideration, and;

Process of Collegial Consultation

CCR Title 5 §53200 defines collegial consultation between academic senates and governing boards. The district governing board shall develop policies on academic and professional matters through either or both of the following methods:

- relying primarily upon the advice and judgment of the academic senate; or

- agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations

Within Board Policy 2100.1 (Delegation of Authority to the Academic Senate) the Trustees elect to choose primary reliance. Primary reliance means that the Board of Trustees will accept the recommendations of the academic senates regarding academic

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[71] California Education Code §70902 (b)(7)

and professional matters and will act otherwise only in exceptional circumstances and for compelling reasons. If a recommendation of the senate is not accepted, the Board of Trustees or its designee will promptly communicate its reasons in writing (53203(d.1)). Such explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question.

In exercising their delegated authorities and responsibilities, the academic senate will consult collegially with administrative staff and other governance groups and will do so through appropriate governance processes developed and implemented at each college.

CLASSIFIED SENATE

Board Policy 4056 (Classified Employees Participation in Decision Making) (revised December 11, 2006) ensures the classified staff will be provided with opportunities to participate effectively in District and college governance, and in the joint formulation and development of District policies and procedures, that the Board reasonably determines have or will have a significant effect on staff.[72] The opinions and recommendation of the Classified Senates of the District will be given every reasonable consideration.[73]

- the Board of Trustees shall not take action on matters significantly affecting staff until is has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures, as determined by the Board, in accordance with the provisions of this policy.

When a college or District task force, committee or other governance group, is used to consult with staff regarding implementation of this Policy or to deal with other issues which have been determined by the Board of trustees to significantly affect staff, the appointment of staff representative shall be made as follows:

- The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When additional representatives are to be selected from the classified staff, appointment will be made in consultation with the appropriate classified senate(s).

- Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives.
- In all cases, representatives shall be selected from the category that they represent.

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[72] https://www1.socccd.cc.ca.us/docs/board/policies/BP-4056-ClassifiedEmployeesParticipationinDecisionMaking.doc
[73] (Title 5, California Code of Regulations, Section 51023.5 and California Education Code, Section 70902).

For the purposes of this policy classified managers, confidential and bargaining unit positions are defined as "staff."

ASSOCIATED STUDENT GOVERNMENT

The Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students.[74]   The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the Associated Student Governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.[75]

- The Board of Trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.

College Progress: Implementation of Effective Participation and Meaningful Collaboration

It is evident there are more constituent groups than board policies that define the manner of effective participation for each constituency. An example of constituents lacking a board policy would be the deans, directors and classified managers. Even so, the adopted board policies provide a clear model for all constituent groups to use when participating in decision-making processes.

Consensus is the primary decision style of the college and district governance committees. Consensus may be expressed through unanimous agreement or it may be a modified consensus where members can live with a decision even though they may not be in full support. Occasionally majority and minority reports are provided to the responsible party in the next level in the decision making chain if consensus is not achieved.

At the college level, the Planning and Budget Council (BPC) is recognized as the corner stone of the decision-making governance structure. Based on the lack of dissent or controversy derived from their decisions thus far, the college community, at large, accepts PBC's responsibilities.

Within PBC, efforts are made to reach agreement on all recommendations. Extensive time is allotted to the process of data gathering and information exchange. PBC reviews all campus decisions and forwards them to the college president who renders final determination on implementation. Respect for the unique roles of each constituent group is vital to the successful operation of PBC.   For example, if a recommendation for

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[74] https://www1.socccd.cc.ca.us/docs/board/policies/BP-5627.doc

[75] Title 5, Calif. Code of Regulations, §51023.7 and Calif. Ed. Code, §70902[b][7]).

institutional improvement involves an area which falls under the scope of authority of the faculty such as curriculum, the Curriculum Committee, a subcommittee of the Academic Senate, will also review and make recommendations to the PBC, through the Academic Senate. This meets Accreditation Standard IV.A.2.

The Board of Trustees, district and college have moved in a meaningful and harmonious direction of understanding and abiding in their respective roles. Examples of collaboration from the 2007-2008 year have been evidenced by:

- The final project proposal for a new sciences building was submitted to the State Chancellor's Office. It was then selected for possible funding in the 2007-2008 academic year. This process involved faculty, staff and administrators. Recently the location of the new sciences building went through a cordial shared governance process and a new location was agreed upon in a timely fashion.

- A final project proposal to repair and remodel the current Science/Mathematics (SM) Building was submitted to the State's Chancellor Office on June 30, 2008. This process involved faculty, staff, and administrators working together in a collaborative manner that provided for meaningful and effective participation.

Evaluation

The college and district decision-making processes, "involve all constituent groups working in a meaningful and collaborative manner." These processes and procedures have been institutionalized through formal means such as statue, board policy, and collective bargaining agreements, and through less formal means such as standing committees, cabinets, and councils. Because there is no board policy that delegates authority to the college president or to academic administrators, collaborative relationships have been accomplished through tacit understandings.

Most members of the college community recognize that collaboration is not a quick and easy process. Collaboration requires much from all participants. Governance committee members have come to understand that conflict is a natural dimension within our decision-making process. Many of the issues, problems, goals, and needs that unite college constituents are highly charged topics that involve individuals at a very deep level both personally and professionally. Different levels of understanding, perceptions, complexities, sometimes result in disagreement. However, working through the disagreement that arises when a decision does not go the way a constituent group advocates, has led to process and dialogue that enables the group to accept the decision.

Saddleback College and the SOCCCD have worked hard towards building a climate of trust, respect, and openness as shown in its ability to build and sustain the collaborative governance structure described in this report. All constituent groups have been willing to

take risks with their own beliefs and practice and honor the expertise of others. This mutual respect makes open dialogue possible.

One concern remains: consistent participation. Members from the constituent groups (faculty, classified, students, and administrators) serve at the pleasure of the constituent group that appoints them. While it is recognized as being generally desirable that members serve on committees for a sufficient period of time to acquire expertise in the issues facing the committees, both the independence of the constituent groups and the time constraints faced by members of the committee may impact this issue.

Faculty and staff often feel pressure from conflicting responsibilities making regular standing committee attendance problematic. Members of CSEA and POA may have responsibilities that preclude attending governance meetings or forums. Additionally, while student participation has increased recently it remains a concern. Often, student clubs and organizations meet at the same time as the governance committees. These ongoing concerns require continuous evaluation and are addressed in the following recommendations.

Saddleback College faculty, staff, and administrators work diligently to generate collaborative, collegial, and effective participation for all constituent groups in the decision-making process. The efforts of faculty, staff, and administrators on numerous college level and district-wide committees demonstrate this fact.

Recommendations and Future Planning

The task force believes that the following recommendations would strengthen the work that has been done to involve all constituent groups in a meaningful and collaborative manner in the decision-making process.

1. That committee chairs consider the availability of appointed members and provide for effective participation of all representatives;
2. Committee meeting times remain consistent from semester to semester to provide prospective members an opportunity to develop a schedule that will allow for participation;
3. That the college makes every effort to foster a culture that leads to increased participation for all constituent groups.

D. Publicize the roles and responsibilities of each [constituent] group through college publications and procedures (Standards I.B.1, IV.A.1, and IV.A.2).

Response

The most widely read and accessible college source used for publicizing the roles and responsibilities of each constituent group is available via the district and college websites. The SOCCCD offices and Saddleback College provide internet addresses, computers, computer networks, technical support and free access to all constituent groups that request web pages. Each constituent group may either link their independent webpage to the college's website or construct a webpage that is uploaded on to the college and district internet server.

Groups that have elected to either upload or link to the college provided website include:

- Board of Trustees   http://www.socccd.org/about/about_board.html
- Chancellor   http://www.socccd.org/about/about_chancellor.html
- College President   http://www.saddleback.edu/President/
- Academic Senate   http://www.saddleback.edu/gov/senate/
- Classified Senate   http://www.saddleback.edu/gov/clasen/
- Faculty Association http://www.socccdfa.net/
- CSEA Chapter 586
    http://www.csea.com/content/OptionC/c_1.asp?chapterid=586
- ASG   http://www.saddleback.edu/asg/

Board policy 4002 (revised December 10, 2007) and its accompanying administrative regulation provide guidelines for the use of district internet servers for staff and students.[76] All constituent groups are given independence to develop the content and format for their individual website. Updates to these websites are determined by each group's internal decision-making processes.

Websites often include the following information:
- Professional Biography as appropriate to the district and college mission
- Constituent Group Mission Statement
- Professional Goals
- Publications – These documents include but are not limited to
    o Policies
    o Constitution and By Laws
    o Professional Handbooks
    o Budgets (Proposed and Adopted)
    o Newsletters
    o Resolutions

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[76] https://www1.socccd.cc.ca.us/docs/board/policies/BP-4000.2-ElectronicCommunication.doc;
https://www1.socccd.cc.ca.us/docs/edsvcs/ar/BP-4000.2-ElectronicCommunications-AR.DOC

- o Membership Applications
- Meetings Schedule
- Agendas
- Contact Information for Designated Group Officers and Representatives – this information includes but is not limited to:
  - o Email Address
  - o Office Phone Number

Printed Publications

In addition to providing internet resources the college also produces publications in hardcopy format. The Faculty Handbook includes the college administrative organizational chart and governance and planning flow chart.[77] This is given to all new faculty members at orientation. Additionally, the Academic Senate holds a half-day orientation for new faculty. During these sessions the leadership for each constituent group is given the opportunity to discuss their role on campus and within the district. This handbook can also be found online in many areas of the college's website including the Academic Senate and the Office of Instruction (OI). Additionally, OI also produces, publishes and distributes the Department Chair Handbook. This document is also available online. [78]

College Divisions are granted use of college resources to produce, publish and distribute handbooks specific to the needs of their instructional areas. The following academic divisions provide handbooks to their division faculty. These documents in addition to the college faculty handbook can also be found online.
- Division of Advanced Technology and Applied Science
  - o http://www.saddleback.edu/atas/documents/ATASDivisionFacultyHandbook2008-2009.pdf
- Division of Math, Science and Engineering
  - o http://www.saddleback.edu/mse/documents/FacultyHandbook_MSE2008-2009.pdf
- Division of Social and Behavioral Sciences
  - o http://www.saddleback.edu/ap/sbs/documents/DivisionFacultyHandbookfor2008-20097-14_000.doc

The district distributes to the board the CCLC published "Trustees Handbook" that defines the role of governing board, provides best practices for self-study, decision-making, monitoring institutional effectiveness, policy and planning. It provides useful information for determining the role of the board in the accreditation process; and developing and maintaining professional relationships with the CEO and staff. This document is also available online[79].

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[77] http://www.saddleback.edu/gov/senate/documents/KathleenFacultyHandbook20072008_000.doc; p.18-19

[78] http://www.saddleback.edu/administration/instruction/documents/DepartmentChair_000.doc

[79] http://www.ccleague.org/files/public/TrustHdbk08.pdf

College Procedures

The most significant college procedure that publicizes the roles and responsibilities for each constituent group to the college and district community is done at the beginning of every fall and spring semester. In-service, also known as "flex –week," provides a venue for all groups to hold a public forum and disseminate their role and responsibilities to the college community.[80] In addition "Classified Day" provides the college classified staff an opportunity to hold professional growth activities. This annual event is traditionally scheduled during Spring Break and can be held on or off-campus.

These two events are publicized in various ways including email invitations, the college website and published in-service programs.[81] The published in-service schedule is mailed to the home of every college employee prior to the start of semester. The content of these forums and manner in which information specific to this group is disseminated is determined by the leadership of that constituency.

College leadership encourages attendance at these forums and provides wide accessibility to faculty, staff, and administration. In order for each group to receive the full attention of the entire college and district community, no other in-service events or meetings are scheduled during these forums. Further, in recognition of the value of information conveyed during these forums, contractually obligated professional growth hours are given to eligible constituent groups.

Evaluation:

The direct outcome of publicizing the roles and responsibilities for each constituent group through college and district publications is three-fold.

1. The college community has a heightened awareness of the unique contribution and charge of each constituency group in the success of meeting the college and district mission;
2. The college community develops a greater respect and value for each constituency group;
3. A college community member can develop an interest in participating in their constituent group.

An indirect, but important outcome is the realization within the membership of all constituency groups that their work is recognized and supported by college leadership who promote the viability of each organization through appropriate college resources. In-service forums provide the host constituent group an opportunity to hold social interactions. These interactions allow for professional networking and team-building activities that contribute to resolving the issues described in commission Recommendation 6.

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[80] http://www.saddleback.edu/gov/senate/FlexInservice.html
[81] http://www.saddleback.edu/gov/senate/Fall_2008_TextA.doc

Commission Recommendation 6

Representatives of all formally recognized constituent groups (trustees, chancellor, president, other administrators and managers, faculty senates and unions, classified senates and unions, and students) come together and take measures to reduce the hostility, cynicism, despair and fear that continue to plague the college by:

A. Developing a positive and in-depth dialogue on essential issues (e.g., evaluation, planning and research, student learning outcomes, decision making roles and responsibilities, etc.) that will ultimately lead to strengthening student learning and success at the college (Standards I.A.3, I.B.1)

Response:

According to the Accreditation Focused Visit Midterm Report of 2007 the visiting team concluded:

> In the last three years the college and the district have made great strides in responding to the recommendations of the visiting teams…and commends the college for the evident progress that has occurred, including a palpable change for the better. The team is concerned that a fairly high degree of mistrust and finger pointing …still exists on all sides when it concerns relations with the Board of Trustees and the Chancellor. [T]he Board of Trustees and the Chancellor are making considerable efforts to communicate better, to follow process and to respect the boundaries of constituent roles and responsibilities. The [visiting] team acknowledges that all of the formally recognized groups listed in the recommendation are responsible for this improvement.

DIALOGUE ON ESSENTIAL ISSUES: COLLEGE AND DISTRICT PROGRESS

Board of Trustees and District Office Participation in the 2008 Progress Report

In April 2008, district and college leadership came together to work as joint-venture partners in developing and writing the commission recommendations made in 2005. In the formation of the committee, it was recognized that the inclusion of representatives from the district offices and the board of trustees was essential to fully address the commission's recommendations 5 and 6. As a result, a representative from the Board of Trustees and a district representative were added to the Accreditation Task Force. The Task Force's work was collegial, informative, and enlightening for all constituent group members. The open dialogue created a heightened respect for the perspectives of each constituent group. The intense work of the task force was quickly accompanied with growing awareness and optimism that the manner in which the members of this task force collaborated could become a model for effective and meaningful participation for future committees. Even though the issues covered led to heated discussions, the

morale of the task force remained high. Dedication to the successful completion of a jointly developed document never wavered.

The collaboration with the board representative and interim vice chancellor in the development of the report was exceedingly collegial and enlightening. The Academic Senate President, VPI, administrators, classified managers, faculty, and Classified Senate President participated in honest and open discussions regarding each commission recommendation. The college plans to continue including district representatives and a trustee member for the preparation and writing of 2010 self-study. Selected members from the district and Board of Trustees will join with representatives from Saddleback College in attending a WASC sponsored workshop for writing the self-study on September 25, 2008 held at our sister school, Irvine Valley College.

Institutional Effectiveness (IE)

The preparation of the 2007-2008 College Institutional Effectiveness Report is an example of how the constituent groups have improved communication and participation on essential issues.

In 2005 Saddleback College established the Institutional Effectiveness Strategic Planning group as one of the four strategic planning groups under the aegis of the Planning and Budget Council membership. This planning group works closely with the college researchers to collect data that is critical to the planning, evaluation and decision-making processes of the college.

During the 2006-2007 academic year the Vice Chancellor of Technology and Learning Services Office published an Institutional Effectiveness Report for the college. The final report was published without input and review from the college. The college informed the chancellor and his senior staff that its participation is crucial in the development of the IE report to ensure the final document contains accurate data and reflects the voice and perspective of the college community.

The district responded by creating a collaborative process for the development of 2007-2008 report.   In preparing the IE report the District Research and Planning Director met with the college Academic Senate, Classified Senate, Deans' Cabinet, and the Enrollment Management Strategic Planning group to seek input. On September 2, the Planning and Budget Council accepted a draft of the Institutional Effectiveness Report for review and study. The college is pleased that an in-depth collaborative process for this essential issue is now the accepted procedure for both the district and college. This meets Standard I.B.1.

Board Policy and Administrative Regulation Council (BPARC)

This council provides an excellent model of effective participation in the SOCCCD. The Council is chaired by the deputy chancellor and has representation from all college and district constituent groups. In this council, all voices are heard, debate is encouraged, and decisions are made by consensus. This council meets the requirements of ACCJC Standard I.B.1. For example, in the 2007-2008 the following board policies relating to student preparation and success were reviewed, revised and adopted by the Board of Trustees:
- 5301 Course Repetition[82]
- 5505 Grade Grievance Policy[83]
- 5600 Associate Degree Requirements[84]
- 5601 Certificate Programs[85]
- 5606 International Student Admissions[86]
- 5611 Open enrollment, Prerequisites, Corequisites and Advisories policy[87]
- 6100 Curriculum[88]

Proposals for the development of new policies can come from any constituent group. For example, when the need for the development of written clarification of the roles of the college president in a multi-college district was identified, a request for policy development was submitted to the council. The recommendation was accepted by the chair and is currently under consideration by the council.

50% Law Council

As previously mentioned (Recommendation 5B) the 50% Law Council set benchmarks for each of the colleges, district services, and ATEP.[89] In so doing, it recognized that the actions and decisions of the entire SOCCCD, not just the colleges, impacts the final outcome in determining compliance with E.C. §84362. Setting benchmarks established accountability and recognition that if one of the four district budget locations does not achieve its benchmark then the others must make up for that shortfall. The district and colleges are in the initial phase of implementing this recommendation. The portions of this recommendation that were able to be implemented immediately resulted in reversing the trend of declining percentages.

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[82] http://www1.socccd.cc.ca.us/docs/board/policies/BP-5301CourseRepetition.doc

[83] https://www1.socccd.cc.ca.us/docs/board/policies/BP-5505GradeGrievancePolicy.DOC

[84] https://www1.socccd.cc.ca.us/docs/board/policies/BP-5600AssociateDegreeRequirements.doc

[85] https://www1.socccd.cc.ca.us/docs/board/policies/BP-5601CertificatePrograms.doc

[86] http://www1.socccd.cc.ca.us/docs/board/policies/BP-5606InternationalStudentAdmissions.doc

[87] https://www1.socccd.cc.ca.us/docs/board/policies/BP-5611-OpenEnrollment.doc

[88] https://www1.socccd.cc.ca.us/docs/board/policies/BP-6100-Curriculum.doc

[89] See page 29

At the November 13, 2007 Board Meeting a comprehensive presentation regarding the rules and implications of the 50% law was given along with the council's recommendations. After extensive and open dialogue the recommendations were accepted and the board directed the chancellor to implement the recommendations. The work of this council and the ongoing implementation of its recommendations meet the requirements of ACCJC Standard I.B.1.[90]

Board Discussions

Frequently community members will address the board regarding various issues and concerns specific to an outside constituency group that may resonate with members of the college community. When this occurs, the board has three options: 1) discussion in open session, 2) a statement by the board addressing why this is a matter appropriate for discussion in closed session, or 3) a decision by the board to table the matter.

The college recognizes that the board has a responsibility to maintain confidentiality on specific matters. However it would help to strengthen the relationship between the board and the college constituency groups, and also serve to dispel lingering cynicism if, when appropriate, evidence could be provided to the college community that the processes used by the board ensured input and recommendations made by various constituency groups have been given every reasonable consideration.

An example of the importance for providing written response in strengthening the relation between the board and a college constituent group would be between the Academic Senate and the Board of Trustees. Pursuant to BP2100.1 and CCR §53203(d.1) there is an expectation on the part of the Academic Senate that if the Board of Trustees and/or its designees does accept the recommendations of the Academic Senate regarding academic and professional matters and acts otherwise, the Board of Trustees or its designee will promptly communicate its reasons in writing. Such explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question.

The Academic Senate has a perception that this has not always occurred. There is no awareness on the part of the board that this has not occurred, which may be in part due to a difference in interpretation about whether an issue is primarily the responsibility of the Academic Senate and that it requires a written response.

Board Discussions: Further Planning and Recommendations

Currently, there appears to be no triggering indicator that an issue brought before the board requires the board to provide a written response. The task force recommends that when public comment is made that requires a written response; they provide notification of this, in writing, to the Board of Trustees. When this communication is

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[90] http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=88 (Agenda Item 6.3)

received, the board will then provide either a written response, a reason why no reason response is required or a statement of disagreement in accordance with the existing agreement.

Evaluation

The college, district and board of trustees have demonstrated their ongoing commitment to collaborate in a collegial manner to resolve issues related to the continuous improvement of student learning and institutional processes.   Within the course of the dialogue each constituent group became aware and sensitive to the needs of other district locations. Having all groups discuss possible resolutions in a meaningful way contributes to the successful operation of the college.

When the process works, as in the aforementioned examples, the constituent groups are more willing to trust each other and engage in a positive and in-depth dialogue on essential issues. In order to facilitate open dialogue it is incumbent upon the representatives for each constituent group to consistently share information and obtain input to ensure effective participation.

B. Creating an environment which ensures greater administrative stability and empowerment at the college (Standards IV.A.1, IV.A.2, A.2.a, A.2.b, A.3, A.5, IV.B.1, IV.B.2, and IV.B.3);

Response

The changes made in the college's governance structure have improved administrative stability evidenced by minimal vacancies in administrative positions. With few exceptions, open administrative positions were filled within the academic year. The communication and trust building that has taken place at all levels has helped shape the culture and lead to a healthier environment.

The following examples provide strong evidence of an improved environment for empowerment of the college:

On March 27, 2006, the Board of Trustees approved a Board Resolution, "Implementation of Accreditation Recommendations by the District and Board of Trustees," which in part reads:

> [T]he Board and District are committed to building an institutional climate in which management, faculty, and staff are empowered to do their jobs and the leadership of all constituent groups share in the responsibility to treat each other with respect, seek open and honest communication, resolve issues privately, and praise each other publicly, and focus on finding solutions to best serve students. [91]

EMPOWERMENT AT THE COLLEGE: DECISION–MAKING PROCESSES

Planning and Budget Council: Standards IV.A.1, IV.A.2, A.2.a, IV.B.2

The Planning and Budget Council (PBC) is a college shared governance council with representatives from all college constituent groups. This council is facilitated by and is a recommending body to the college president. Ultimately the college president is responsible for final decisions.

The PBC is charged with ensuring that the overall college planning and budget decisions are in accord with the Saddleback College Strategic Plan. The PBC accordingly gives direction to four strategic planning groups that in turn make specific recommendations back to PBC regarding the Strategic Plan. The four planning groups are Enrollment Management, Campus Environment, Institutional Effectiveness and Student Success. Neither the Board of Trustees nor the chancellor approves the plan.

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[91] http://www.saddleback.edu/gov/senate/documents/Board_Resolution_06-06.pdf

PBC also provides college strategic directions and goals to the four groups to use when formulating recommendations. Simultaneously the district formulates a set of district goals independent of the college strategic planning process.

The funding model for the college provides an annual allocation approved by the Board of Trustees. The college spends available resources utilizing the plan. Since the inception of PBC in 2005, the college has allocated available resources in accordance with the strategic plan.

Most recommendations have been autonomously implemented by the college. However, the number of new faculty and authorization to hire staff and administrators require approval by the chancellor.

The College Foundation

The Foundation is a fundraising entity for the college that follows its own bylaws in compliance with board policy and administrative regulation. It is an IRC§501C3 organization that builds alliances with local businesses, organizations, and individuals to enhance and support the educational programs and increase the visibility of Saddleback College. The Foundation Board of Governors consists of 36 members who are business, community, and college leaders. In its annual planning process, foundation members work closely with the college community to identify goals and activities that align with the college vision and mission.

The foundation has identified three areas of focus; 1) to raise scholarship support of Saddleback College students; 2) raise and allocate funds and in-kind donations for college needs not provided through college funding; and 3) outreach to the community. Foundation annual activities include a scholarship campaign, foundation gala, an alumni association drive and other fundraising activities in support of college projects.

Saddleback College Associated Student Government: Standards IV.A.1, IV.A.2, A.2.a, IV A.3

The Saddleback College Associated Student Government (ASG) is the representative governing body of the Associated Students of Saddleback College (ASSC). In its capacity as a recognized governance group, the ASG plans, organizes, and finances a comprehensive program of activities and services for all college students. This process is an important educational experience for students in allocating financial resources to various student activities.

The ASG finances its programs of government, services, and activities through the sale of Associated Student Body cards, college bookstore and cafeteria commissions, and other revenue-generating activities. Each year the ASG Budget Committee evaluates the ASSC student-generated revenue and is fully responsible for soliciting, considering, and awarding campus-wide allocation requests that provide essential financial assistance for many student activities.

Marketing, Outreach and Public Relations

The SOCCCD Office of Marketing and Public Affairs works collegially with the Saddleback College Director of Marketing and Public Relations. The College Marketing Committee advises the College Director of Marketing and Public Relations on how to promote the college and its programs. The requests coming from the Marketing Committee are forwarded to the Planning and Budget Council.

Maintenance and Operations

Facilities maintenance and scheduled maintenance is performed according to a prioritized list prepared by the college. The Director of Maintenance and Operations, working closely with the deans, vice presidents, and other college leaders through the Campus Environment planning group, identifies projects and submits them to the president. The president relies on the recommendations of the Campus Environment planning group and his senior staff to prioritize the projects. Once the prioritization process has been approved, the Director of Maintenance and Operations proceeds with the project.

Office of Instruction and Academic Deans: Standards IV.A.1, A.2.a,

The Office of Instruction working with the deans creates the college schedule of classes and allocates the budget for classes to be taught by hourly instructors and overload pay for full time faculty. The deans use information available from a variety of sources to build a schedule that will meet the needs of registered students as well as the needs of the community. Resources are made available to meet students' needs in high demand areas.

Deans Support of Student Learning Outcomes: Standards IV.A.1, A.2.a,

The following action of the Deans' Cabinet is a recent example of how it was empowered through the decision-making process. The accrediting commission's requirement that the college have student learning outcomes in place for all 1,447 courses necessitated a great deal of additional work in a very short period of time. At a Deans' Cabinet meeting held July 30, 2008, it was voted unanimously to request funds from the college to enable them to maintain compliance with this requirement. This request went through the Deans' Cabinet representatives and the Vice President for Instruction directly to the PBC for funding to facilitate the completion of the assessment process and provide compensation for department chairs and faculty members that had aided in this process. The request was presented to the PBC on August 12, 2008 as an information and action item on the same day. The recommendation was approved. Funds were allocated to complete the assessment process in the manner and timeline prescribed by the SLO team.

BUDGET AND PLANNING

2007-2008 Faculty Hiring: Standard IV.A.1, IV.A.2, A.2.a, IV.B.2,

Determining the number of new and replacement full-time faculty members to be hired for each academic year is a complex process that engages the majority of the college community for a period of not less than one-month. The 2007-2010 Saddleback College strategic plan recommended that 12 new faculty positions be hired over a three-year period.[92]

In October 1, the Academic Senate convened the committee to develop a position request list. Pursuant to BP 4011.1 the process for identifying new faculty positions is developed by the Academic Senate and college president.[93] Membership of the committee includes all academic deans and faculty representatives from each area of instruction. The Academic Senate Past-President and Vice President for Instruction are co-chairs and ex-officio members. The process to determine a prioritized list of new faculty positions is predominantly data driven, but also allows for narrative to be considered.

The practice to hire full-time faculty positions vacated by retirement and resignation (replacement faculty) also fall under the guidelines of BP4011.1 (II)(2). In this circumstance the vacated position remains assigned within the instructional area and is eligible for immediate rehire. An option given to instructional areas is to decline immediate rehire and allow the faculty position to be allocated to another department within the same college division.

For the 2007-2008 year the Planning & Budget Council, after reviewing the fiscal data, recommended to the college president that 12 new faculty positions be hired in the 2007-2008 academic year. Six replacement positions had also been identified as needing to be filled. The president accepted these recommendations and the college moved forward to hire 18 full-time faculty members.

At the same time the college was preparing the Faculty Hiring Prioritization list to be submitted to the Board of Trustees, the district projections revealed that the 2007-2008 budget would not comply with the 50% law. Consequently, the chancellor announced his decision that increasing the number of full-time faculty hires would ameliorate this situation and directed the college president to hire 30 faculty members.[94]

None of the affected constituency groups were given the opportunity to participate in this decision. As a result, there was ambiguity as to what processes the district had implemented in determining the total number of faculty members to be hired.

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[92] PBC Strategic Planning Goals and Strategies Form: Enrollment Management Goal 3(5), p.7

[93] https://www1.socccd.cc.ca.us/docs/board/policies/BP-4011.1.pdf ; Full-Time Faculty Hiring: Section II(2)

[94] http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=88 ; Board Agenda Item 5.3

2007-2008 Classified Hiring: Standard IV.B.2

In 2007-2008, the PBC assumed responsibility for classified hiring prioritization with the goal of linking classified hiring to the strategic planning process. The process guaranteed that funding for replacement positions would remain within the department, but that requests for new positions would follow a competitive process.

The revised process established a deadline by which managers and/or deans must submit a request for new positions. The information requested includes how this position furthers the goals of the college and how it is linked to program review. These requests are then referred to the president and his senior staff (VPI, VPSS and Director of Fiscal Services) who assigned them into four groups based on whether they appeared to be most relevant to enrollment management, campus environment, institutional effectiveness, or student success. The requests were forwarded to the appropriate planning group for ranking the position for hiring prioritization.

The four strategic planning groups met several times to review the requests that had been assigned to them. Each planning group submitted a prioritized list to PBC. Following extensive debate, the PBC created a melded priority list which was submitted to the president. The president then approved requests based on available funding.

Evaluation: Classified Hiring

The college has experienced frustration in the amount of time in takes to complete the classified hiring process after position has been approved for hire. Within the 2007-2008 year hiring delays affected a number of positions. These delays can be remedied with a more efficient hiring process in collaboration with district office of human resources.

Task Force: 50% Law Council Standard IV.B.2, and IV.B.3

As a district location, the college's current budget operates within the benchmarks established by the 50% Law Council.[95] [96] In order for the college to regulate compliance with the recommended benchmarks, the college president must have the ability to establish the parameters and goals for the college budget.

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[95] http://www.saddleback.edu/gov/senate/documents/50_percent_law_0708.pdf
[96] http://www.saddleback.edu/gov/senate/documents/50_percent_law_0809.pdf

1999 Board Action: Reassigned Time and the 2% Rule: Standards IV.B.1, IV.B.3

In 1999, a board agenda item was submitted to the Board of Trustees recommending "that each college shall limit its annual expenditures for release time and/or stipends to 2% of its unrestricted general budget for object categories 1100, 1200 and 1300, but not including 'other faculty assignments."

This board agenda item appears to have originated from one trustee, who also determined the format by which the formula is calculated and implemented at each district location.[97]   Since1999 the college has implemented the board-adopted formula and submitted annual reports as information items.

Evaluation

The 2% reassigned time and/or stipend rule was approved at a time when the Board of Trustees was more involved in the day-to-day operations of the college. It is a remnant of board micromanagement and should be revisited.

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[97] http://www.saddleback.edu/gov/senate/documents/2_percent_rule.pdf

RECOMMENDATION AND FUTURE PLANNING: Faculty and Classified Hiring, 50% Law, Reassigned Time and the 2% rule

The Accreditation Task Force recognizes that the outstanding issues within this section require resolution with the collaboration of several constituent groups.

1. The limit on reassigned time and stipends be set aside or revisited;

2. That the board policy regarding duties and responsibilities of the college president currently under consideration by BPARC includes the authority to determine the amount of reassigned time and stipends as well as other budget allocations for the college. This would assist the college in aligning with ACCJC Accreditation Standard IV.B2.d which reads: "The president effectively controls budgets and expenditures."

3. The Office of Human Resources review its classified staff hiring process and develop procedures to reduce the time it takes to fill vacancies.

Consultant for Assessment of the Decision-Making Process: Standards IV.A.1, IV.A.2, A.2.a IV.B.3

As previously noted, the board and chancellor engaged in a dialogue, facilitated by Interim Chancellor Diane Woodruff and former State academic senate President, Ian Walton in Level One Technical Assistance with other constituent groups.[98] To continue this effort, the Chancellor's executive Council discussed, beginning mid-spring semester 2008, engaging an outside consultant to conduct a review and assess the effectiveness of the decision-making process at the college, district, and board levels.

Initially, Dr. Robert Jensen, former chancellor of the Rancho Santiago Community College District, was to serve in this capacity. However, near the time he was to begin the process Dr. Jensen reported that he could no longer serve. Dr. William Vega, former Coast Community College District chancellor was hired.

Unfortunately, due to a lack of communication regarding the purpose of Dr. Vega's work and the delay in the timing of his scheduled visit, which coincided with the start of the new semester and the ongoing work of the accreditation task forces, the decision was made, after conducting initial interviews, to cancel the remaining scheduled meetings.

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[98] See page 21.

Evaluation

Despite the good intentions of attempting to comply with ACCJC Standard IV.B.3, the decision to discontinue the consultant's work demonstrated the district administration's respect for the positive nature of the principles of consultation and consensus.

FUTURE PLANNING AND RECOMMENDATIONS: District Evaluation of Role Delineation and Decision-Making Structures

The college recognizes that the chancellor is the CEO and employee of the governing board and bears final and ultimate responsibility for the operations, activities, and decisions of the district. Clarification is needed, however, that will provide authoritative guidance on the appropriate role the chancellor plays in the leadership and management of the college that aligns with Standard IVB.3.

The Task Force makes the following recommendation(s):

1. In preparation for the 2010 self-study report the district offices, including the office of the chancellor, in collaboration with representatives from both colleges continue to engage in an ongoing reflective self-critical assessment of its effectiveness and appropriate role in the decision-making process and structures to assure their effectiveness in assisting the college in meeting educational goals.

2. The board ensures the chancellor consults broadly prior to making recommendations to the board or giving direction to the college president.

3. That the board policy regarding duties and responsibilities of the college president currently under consideration by BPARC includes full control of the college budget and expenditures.

C. Enhancing the college and district communication structure so that it is clear to everyone who the responsible party is for making decisions and how those decisions are or will be made (Standards IV.A.1, IV.A.2, A.2.a, A.2.b, A.3, A.5, IV.B.1, IV.B.2, and IV.B.3).

Response:

COLLEGE AND DISTRICT PROGRESS**: Enhancing Communication District and College Network and MySite**

The most used communication system of the college and the district are the college Webpage and the MySite portal, https://www1.socccd.cc.ca.us/portal/. The Saddleback College webpage was developed under the direction of the Director of Technology Services and is the responsibility of the College Webmaster. Each college division and administrative unit has a page available for its use that is linked to the college homepage.

MySite is available to all faculty, staff, and students. It requires a username and a password. It is the main vehicle for interfacing with the college and the district. MySite enhances the college and district communication structure. It makes it clear to the faculty and staff who have access to the restricted section of MySite who the responsible party is for making decisions and how the decisions are made.

The documents included on MySite are Administrative Regulations, Board Meeting Agenda Preparation, Board Policies, Chancellor's Update, Bargaining Agent Contracts. Board Policies and Administrative Regulations provide excellent examples of how MySite shows this communication structure and the responsibility for decision making.

MySite Section: Board Policies
The Board Policies found in MySite establish the general intention of the board while the Administrative Regulations provide direction on the implementation of the policy. Of significant importance to this section, is:

- Board Policy 2001 (Administration Organization) provides for how the "The Board of Trustees affirms its legal responsibility to adopt policies governing the District and its colleges. In so doing, it directs the Chancellor to implement those policies within an approved organizational structure (Calif. Ed. Code, Section 70902).

- Board Policy 2001.1 (Role and Scope of Authority for the Academic Senates) addresses how the Board shall rely primarily upon the advice of the Academic Senate regarding appropriate action for curriculum. All courses of instruction and educational programs shall be submitted to the California Community Colleges Chancellor's Office for approval, except as provided in California Code of Regulations, Section 55100(b) and 55160.

- Board Policy 3001 Business Services, (Delegation of Authority) entrusts the responsibility of running the district to the Chancellor and/or his designee to manage and supervise the general business procedures of the District." In Administrative Regulations 3001, the Chancellor delegates authority to the Deputy Chancellor to supervise budget preparation and management; oversee fiscal management of the District; and contract for, purchase, sell, lease, or license real and personal property, in accordance with board policy and law.

COLLEGE PROGRESS: President's Chats

In an effort to improve communication within the college and between the college and the district, the college president has instituted informal, monthly, "President's Chats" (usually held monthly since November, 2004). These chats are widely publicized and open to all faculty, staff, and students. They are a venue to ask questions and provide input relating to any aspect of the college or district operations.

The President's Chats have provided opportunities for members of the college community, no matter what their official titles, to come together and discuss ideas for improving the college division, department, programs, and/or services in which they are involved and speak directly to the individual charged with the ultimate decision-making responsibility at the college. The college is anticipating that these informal communications will continue under the leadership of the new college president.

Evaluation:

The college utilizes multiple venues, forums and electronic means to provide information as to who the responsible party is for making decisions and how those decisions are made. As an internet based portal, MySite enhances the communication structure by making available to the college community pertinent and timely information to understanding the operational structure of the district and the college. In fact, in a typical month, MySite is visited 229,525 times. Similarly, the Saddleback College website is equally valuable demonstrated by its 387,050 monthly visits.

6C.Enhancing the college and district communication structure so that it is clear to everyone who the responsible party is for making decisions and how those decisions are or will be made (Standards IV.A.1, IV.A.2, A.2.a, A.2.b, A.3, A.5, IV.B.1, IV.B.2, and IV.B.3).

Recommendation and Future Planning

The college must ensure that the decision-making process encourages full participation by all members. The college must ensure that there is greater communication among members of the college community. The task force makes the following recommendations:

1. Update and distribute the college governance manual.

2. Update organizational charts and function maps.

3. Refine the dissemination process that communicates the outcomes of the decision-making process.