

**SADDLEBACK COLLEGE**  
**ACCREDITATION PROGRESS REPORT**

**October 2006**

*Presented to the Western Association of Schools and  
Colleges*

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**South Orange County Community College District**  
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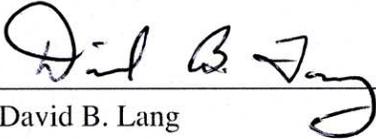
## CERTIFICATION OF THE PROGRESS REPORT

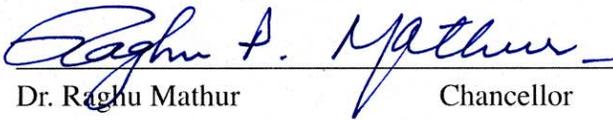
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

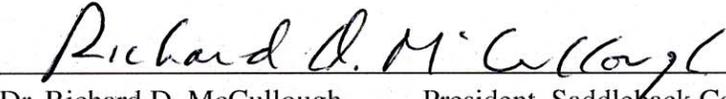
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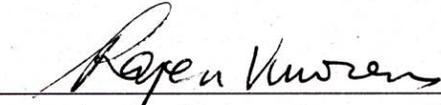
This progress report provides a summary of institutional responses to recommendations cited in both the November 2005 visiting team report and the January 31, 2006 action letter from the accrediting commission.

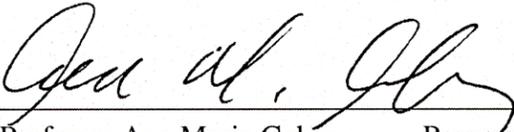
We certify that preparation of this report included opportunities for participation by the campus community.

  
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David B. Lang                      President, Board of Trustees                      9/29/06  
Date

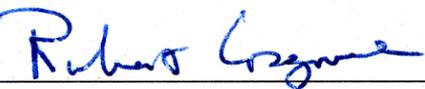
  
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Dr. Richard D. McCullough                      President, Saddleback College                      9/26/06  
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Professor Claire Cesareo-Silva                      President, Academic Senate  
2005-2006                      9-26-06  
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2006-2007                      9/27/06  
Date

## TABLE OF CONTENTS

<b>Introduction</b>	<b>4</b>
<b>Statement of Report Preparation</b>	<b>5</b>
<b>Institutional Context</b>	<b>6</b>
<b>Recommendation 1</b>	<b>8</b>
<b>Recommendation 2</b>	<b>11</b>
<b>Recommendation 3</b>	<b>21</b>
<b>Recommendation 4</b>	<b>25</b>
<b>Recommendation 5</b>	<b>26</b>
<b>Recommendation 6</b>	<b>33</b>

## Introduction

Saddleback College's accreditation was reaffirmed as stated in the January 31, 2005 action letter from the accrediting commission. This news and the ACCJC action letter were disseminated via email by the President's Office on February 2, 2005 and both the report and the action letter were posted on the accreditation web site<sup>1</sup> The President's email broadcast indicated the accrediting commission required that a progress report be submitted in October 2005. The progress report was followed by a team visit in November 2005. On February 2, 2006, the college received the approval to make public the visiting team report and the January 31, 2006 ACCJC action letter. The president's office disseminated the team report and action letter to the college community on February 2, 2006. Both documents were posted to the accreditation web site.

In May 2006, Professor Ana Maria Cobos assumed the responsibility for coordinating the work presented in this report. Through the Planning and Budget Council, all constituency groups regularly reviewed and provided input through summer and fall<sup>2</sup>. The Board of Trustees received a draft of this report for their review and study for the August 14, 2006 meeting. The board received the revised report for their review and study for the September 25, 2006 meeting. On August 16, a meeting to discuss the accreditation report was held during the week of in-service and the Academic Senate reviewed the document on August 30, 2006. The report was distributed to the entire college community via email on August 31, 2006 with further requests for input.

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<sup>1</sup> <http://www.saddleback.edu/gov/senate/accreditation.html>.

<sup>2</sup> The Leadership Forum reviewed the draft report on August 3, 2006 and during the PBC Retreat that followed on August 4, 2006, representatives from all constituency groups had an opportunity to review the draft report and provide feedback.

## Statement of Report Preparation

This Progress Report is submitted in response to a requirement from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The report addresses each of the six recommendations made by the ACCJC visiting team in November 2005. The report covers the period from October 2005-September 2006. The responses describe initiatives taken in response to the recommendations and also contain, whenever appropriate, evaluative comments.

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Richard D. McCullough, Ph.D.  
President, Saddleback College

## Institutional Context

During the last 12 months, Saddleback College has continued to take affirmative steps to enhance its institutional effectiveness. Measurable progress has been made with respect to recommendations 1, 2, and 3, the recommendations that pertain directly to the college. With respect to college-district-board relations, college, district leadership and the Board of Trustees have taken steps to address recommendations 4, 5 and 6.

Among the steps taken by the district and colleges are:

- 1) In response to Recommendation 4, in June 2006, BP 4011.6, the Employment Procedures for Chancellor, was revised by the (recently formed shared governance) Board Policy and Administrative Regulation Advisory Council and approved by the Board of Trustees in July, 2006.
- 2) In response to Saddleback College's Recommendations 5 and 6, the colleges and district participated in the Technical Assistance process that involved representatives from the State Academic Senate, the Community College League, Dr. Barbara Beno of ACCJC, Saddleback College and Irvine Valley College faculty and classified staff leaders, the Board of Trustees, student leaders, and district leadership. The purpose of the Technical Assistance process was to define and clarify the roles of the constituency groups in shared governance.
3. One extremely important outcome of the colleges and district's efforts to address the WASC recommendations is the creation of Board Policy 107 and Administrative Regulation 107 that define the board policy revision and participation process including the roles of the constituency groups. BP 107 was approved by the Board of Trustees in April, 2006 and AR 107 was approved by the chancellor also in April, 2006.
4. Furthermore, the faculty hiring policy was revised and approved through a jointly developed and mutually agreed process pursuant to Education Code, Section 87360, as ruled by the California Supreme Court.

The following list highlights some of the activities and accomplishments of 2005-2006<sup>3</sup>:

- The college continues to coordinate with the Saddleback College Foundation to construct a Veterans Memorial on campus to honor our service men and women.
- The college received national recognition with two significant events related to the Advanced Technology Center's NSF Rapid Prototyping (RP) grant: the RP skull model of a wounded American soldier used for reconstructive surgery and the RP reconstruction model of a Lewis and Clark expedition 50 caliber rifle. Both events were highlighted in the August 28, 2006, U.S. News & World Report "America's Best Colleges" magazine.

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<sup>3</sup> Selected from the Saddleback College, 2005-2006 Accomplishments.

- The college continues the coordination, oversight, and implementation of a comprehensive plan to address the architectural, environmental, and personnel issues related to the renovation of the BGS building and the construction of the lower campus Village as swing space for future college renovation projects.

The enhancements to the planning infrastructure, steady work on Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) and program review, and major work on the physical plant, leave the college well positioned on the path of making improvements that affect both the quality of our programs and services in a climate of cooperation and shared purpose among the faculty, staff, and administration.

## **Recommendation 1**

The team recommends that the college create a formal process for the regular review of the mission statement. This process should:

A. Use college governance and decision-making structures (Standards IA.3, I.A.4);

Response: In response to the 2004 team's Evaluation Report, the Planning and Budget Council (PBC)<sup>4</sup> devised a process for annual revision of the college mission statement as a fundamental step of the college planning cycle. In spring 2005 and 2006, the college mission statement was reviewed by all college constituencies and approved by the PBC and the college president. In 2005 the mission statement was slightly revised and in 2006 the statement was deemed to be an accurate reflection of the college mission thus no revision was made. In both instances the college mission was presented to the Board of Trustees in spring for their approval.

Evaluation: The college governance and decision-making structures are used in the annual evaluation of the college mission. All college constituencies are providing meaningful input for the annual review of the college mission statement.

B. Be institutionalized through college publications and practices (Standards IA.2, IA.4);

Response: Saddleback College's mission statement reads, "To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality."

There are several examples of the institutionalization of the college mission statement. Foremost among these is the integration of the college mission statement into the college strategic plan<sup>5</sup>.

The mission and goals appear prominently in the college catalog and on the college web site. It is also reproduced in the Faculty Handbook (2006-2007), the Guide to Developing and Assessing Student Learning Outcomes at Saddleback College (2006-2007), the Saddleback College Program Review Handbook for Instructional Programs (2006-2007), the Saddleback College Program Review Handbook for Student Support and Administrative Services (2006-2007), and the Department Chair Handbook. The mission statement appears on all Planning and Budget Council (PBC) agendas and other major college committees to serve as reminder that the college mission is the foundation

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<sup>4</sup> The charge of the PBC is, "to provide leadership in college wide planning so that Saddleback College will have a defined mission that will drive the budget augmentation to college committees and service areas." The PBC serves as a recommending body to the college president. The PBC has representation from all shared governance groups and meets weekly. The PBC maintains and disseminates minutes of its meetings via its website, <http://www.saddleback.edu/gov/pbc/>.

<sup>5</sup> See discussion under Recommendation 2 below.

of the planning and decision-making process. In fall 2006, the third annual review of the college mission began with fall in-service activities when the divisions commenced their annual planning cycles.

The SLO Implementation Plan institutionalizes the college mission<sup>6</sup>. In fall 2005, all college programs and administrative units began using the college mission and goals to articulate their own mission and goals and to link them to the college's mission statement. Deriving a program or administrative unit's mission from the college mission is the first step in the SLO and AUO implementation process. Similarly, the first phase of the program review process requires a discussion and evaluation of how the program or administrative unit serves to carry out the college's mission. Thus, by the end of spring 2006, via the SLO Implementation Plan and the program review process, nearly all programs and administrative units on campus had their specific mission and goals statements, which relate directly to the college's mission. In addition, many college committees have created mission statements that link to the college mission. The Academic Senate maintains a web page with the mission statements as well as contact, meeting, and membership information for all college committees<sup>7</sup>.

Evaluation: The college has made great strides in institutionalizing its mission through strategic planning activities, the college web site, and print/online publications. Anecdotal evidence indicates that most staff are aware of the college's mission and goals and that, as an institution, college faculty, staff, and administrators grasp the importance of linking planning, budget allocation, and the mission of each program and unit with the institution's mission. The fact that this linkage is embedded in SLO and AUO implementation, program review, and strategic planning, enables the college to make the institutionalization of the college's mission and goals a meaningful process that buttresses institutional effectiveness.

C. Ensure that the mission guide college planning and decision making (Standard IA.4); and

Response: The college has taken steps to ensure that the mission is at the heart of the planning and decision making process by institutionalizing the college mission statement as the beginning of all planning and decision-making activities. The PBC has ultimate responsibility for ensuring that the college mission guides all college planning and decision making.

The college mission is the foundation of the SLO Implementation Plan, program review process, and the strategic plan. Beginning in fall 2005, all programs and administrative units began to use the SLO and AUO five-column template to generate their own mission and goals. College departments and units are adopting the SLO or AUO template. As departments and units adapt to the new process, college administrators are responsible for ensuring that the college mission is the basis for all college planning and decision making. The SLO Implementation Plan envisions that by 2007-2008 all college faculty,

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<sup>6</sup> SLO and AUO forms can be found on the Institutional Effectiveness web site, <http://www.saddleback.edu/gov/senate/ie/>.

<sup>7</sup> <http://www.saddleback.edu/gov/senate/collegecommittees.html>

staff, and administration will be active participants in ensuring that the college mission guides institutional planning and decision making.

Likewise, the strategic planning model adopted in spring 2006, uses the mission statement as the basis to guide all college planning. The 2006-2007 Interim Strategic Plan is one example and the 2007-2010 Strategic Plan, currently being developed, will begin with an evaluation of the college mission. All college units have integrated the college's mission and goals into their planning and decision-making processes. All administrators and department chairs are working with the SLO Implementation Plan, program review process, and in fall 2006 will begin implementing the Interim Strategic Plan.

Evaluation: The college is working hard to make all faculty and staff aware of the link between the college mission and goals and the college's planning and decision-making processes. With the implementation of the Interim Strategic Plan and the development of the 2007-2010 Strategic Plan, staff throughout the college will gain a deeper understanding of the importance of using the college mission statement as the basis for all planning and decision making. Since the October 2005 accreditation visit, the college has continued to make progress in developing an institutional culture that begins with the institution's mission and goals to develop all its planning and decision-making processes.

D. Allow for the implementation of revisions as appropriate to assure continuous improvement of college efforts to accomplish the mission (Standards IA.6, IA.7).

Response: The established timeline for the college planning process includes the evaluation, revision, and approval of the college mission statement<sup>8</sup>. In 2005-2006, the mission statement was evaluated, revised, and approved in spring 2005 and evaluated again in spring 2006. The college mission statement was reaffirmed without change and was approved by the Board of Trustees in June, 2006.

Evaluation: There is greater awareness of the importance of the college mission across campus. All constituency groups provided effective feedback to the PBC. The PBC reviewed suggestions and decided that the mission statement required no revision. The college's goals and vision statement, however, are being evaluated to make necessary revisions. In addition, institutional core values have been added as part of the comprehensive strategic planning process<sup>9</sup>.

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<sup>8</sup> Saddleback College Goals/Action Plan Process.

<sup>9</sup> Saddleback College's core values are: Quality Education, Equity and Diversity, and Innovation and Creativity.

## Recommendation 2

The team recommends, consistent with recommendation one of the 1998 visiting team, that the college fully develop, implement, and coordinate an integrated college planning and evaluation structure by:

Response: Since July 2004, the college has taken several affirmative steps to improve its institutional planning culture. In 2005-2006, the college focused on developing and strengthening the planning and evaluation infrastructure.

The first step was the creation in March, 2005 of the Planning and Budget Council, the main body responsible for coordinating integrated college planning and evaluation. The PBC was created in response to a recommendation from the Self Study Planning Agenda Prioritization Task Force that prioritized the 139 recommendations from the 2004 Self Study<sup>10</sup>.

The charge of the PBC is, “to provide leadership in college wide planning so that Saddleback College will have a defined mission that will drive budget augmentations to college committees and service areas.”<sup>11</sup> The PBC has representation from all shared governance groups and meets weekly. The PBC maintains and disseminates minutes of its meetings. These minutes and other information about PBC and college decision making are posted on the PBC web site<sup>12</sup>.

The second step to enhance coordinated planning and evaluation was the development, adoption, and implementation of SLO and AUO and the revision of the program review process. The Academic Senate recommended to the PBC the creation of the Institutional Effectiveness Office<sup>13</sup> as part of the SLO Implementation Plan that establishes direct links between assessment, program review, and curriculum revision. The IE Office is comprised of the Institutional Effectiveness Coordinator (previously referred to as the SLO Coordinator), the chairs of Curriculum and Program Review, and a full-time Research Specialist (hired in summer 2006) dedicated to outcomes assessment and program review. In addition, the college committed in excess of \$120,000 to purchase both software and hardware to be used for assessment purposes across the campus. Training on the new systems began in summer 2006.

The third and most meaningful change in institutional planning is the development and approval of a strategic planning process<sup>14</sup>, the interim strategic planning process, and the

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<sup>10</sup> <http://www.saddleback.edu/gov/senate/PDF/selfstudy2004.pdf>

<sup>11</sup> PBC Minutes, March 28, 2006.

<sup>12</sup> <http://www.saddleback.edu/gov/pbc/>.

<sup>13</sup> <http://www.saddleback.edu/fs/ie>; this recommendation was approved by the PBC

<sup>14</sup> The strategic planning process and the interim strategic planning process were approved by the PBC and the college president in April 25, 2006.

development and approval of an Interim Strategic Plan for 2006-2007<sup>15</sup>.

In spring 2006, the PBC created a Strategic Planning Task Force with representatives from all the constituent groups. The charge of this task force was to develop a strategic planning model. The proposed process included the creation of four planning groups: Enrollment Management, Campus Environment, Student Success, and Institutional Effectiveness. Some of these groups (EM, IE) already existed as college committees thus their composition and charge was slightly altered. The CE and SS planning groups were created for the needs of the strategic plan. After a semester of work with input from all constituent groups, the Saddleback College strategic planning process was approved by the PBC in April, 2006. The approved strategic planning process will result in a 3-year strategic plan to be used in all college budget decisions.

Because the three-year strategic plan will require 1-1.5 years to develop, the PBC decided that a streamlined process would be required in order to have a strategic plan in place for the 2006-2007 academic year. Once the four planning groups were established with members from all constituent groups, goals and strategies were developed and submitted to the PBC for incorporation into the Interim Strategic Plan for 2006-2007. The Interim Strategic Plan for 2006-2007 was approved by the PBC and the college president in June, 2006. The Interim Strategic Plan will ensure that comprehensive planning will be institutionalized immediately as the basis of all college decision making and that all budget decisions for 2006-2007 will be based on a college-developed plan that had the participation and approval of all constituent groups.

College goals and objectives have traditionally been developed in response to board and district goals and objectives. In January, 2006, the college president proposed a planning process to the District Management Council that includes four levels of reporting. The revised (and approved) planning process requires that two levels of reports be presented to the district researcher and the chancellor. This revised planning process effectively eliminated submission of individual division reports to the district. According to President McCullough, this revised planning process “is a positive blending of the district planning goals with the college planning goals.” Furthermore, President McCullough states that in spring 2006 the college completed all steps of the district planning process in a manner consistent with the college’s new planning process<sup>16</sup>.

The Academic Senate leadership questioned the district planning process and point out that it was developed without the mandated Title V and BP 2100.1 consultation of the academic senates. As a result, the academic senates of Saddleback College and Irvine Valley College rejected the district planning process. First, because they were not consulted and second because the time allotted for submission of the plans was so brief that the activity became a “purely administrative exercise . . . not based on research or

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<sup>15</sup> The Interim Strategic Plan, 2006-2007 and The Strategic Planning Process can be found on the PBC web site, <http://www.saddleback.edu/gov/pbc/>.

<sup>16</sup> Saddleback College Goals/Action Plan Process description and chart; President McCullough, July 13, 2006 and August 23, 2006 emails.

data.<sup>17</sup>” The two Academic Senate presidents met with Chancellor Mathur on two separate occasions in spring 2006 to voice their objections to the district-developed planning process. In response to these meetings the chancellor created the District Planning Process Task Force and appointed its membership in summer 2006<sup>18</sup>.

Evaluation: Significant progress was made in 2005-2006 though some issues remain to be resolved. Although the PBC was created in fall, 2004 and first implemented in spring, 2005, the college had no plan to guide decision making and linking these decisions to budgetary allocations in 2005-2006. By establishing the Strategic Planning Task Force in spring 2006 and assigning it the charge of developing a one-year Interim Strategic Plan for 2006-2007, the PBC is shifting college decision making towards a model that expectedly will link planning and research with resource allocation. As the Interim Strategic Plan, 2006-2007 is implemented and the three-year Strategic Plan, 2007-2010 is developed and approved, another critically important component will be in place to integrate college planning and evaluation and strengthen the college’s institutional effectiveness. Indeed, several components of the Interim Strategic Plan, 2006-2007 are being implemented at the beginning of the academic year.

College faculty leadership hopes that the District Planning Process Task force will address their concerns about faculty involvement in the development of the district planning process.

A. Updating the educational master plan annually at the college and department levels and using the master plan for decision making and resource allocation (Standards IA.4, IA.6, IB.4, IIA.2.e, and IIA.2.f);

Response: In early spring 2006 the Academic Senate presidents met with Chancellor Mathur to request integration of the college planning process with that of the district. In response to their request, the chancellor created the District Planning Process Task Force. The chancellor announced the composition of this task force in early summer 2006<sup>19</sup>.

The college’s strategic planning process will result in a Strategic Plan, 2007-2010, that is to be updated yearly to provide flexibility while still ensuring that long-range planning is the basis of all decision-making and resource allocation at the college.

The strategic planning process was developed during spring 2006. Prior to its approval by PBC and the college president, the planning process was presented to the Academic Senate, the Classified Senate, Deans’ Cabinet, the Student Services Leadership Council, and the Enrollment Management and Institutional Effectiveness Committees. The strategic planning process was presented to the college community during fall 2006 in-service week. Efforts are being made by the PBC and the Strategic Planning Steering

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<sup>17</sup> Claire Cesareo-Silva, July 14, 2006 email; Wendy Gabriella, July 21, 2006 email.

<sup>18</sup> See response to Recommendation 2.A below.

<sup>19</sup> May 26, 2006, Chancellor Mathur email announcing the creation of the District Planning Process Task Force.

Committee to integrate as many members of the college community as possible into the development of the three-year strategic plan. All college committees, divisions, and departments will have input into the process through formal strategic planning committees and public forums (e.g., faculty and classified staff events during the week of in-service, President's Chats, and other public forums for college staff).

The strategic planning process relies on numerous college planning documents including SLO, AUO, and department-level program reviews. An external scan (including demographics and data on employment opportunities), an internal scan (based on a survey of students and staff), the Equity, Transfer and Matriculation Plans, among others, as well as the state-mandated Educational and Facilities Master Plan, finalized in March 2006, will be consulted.

The college has not yet used data from the recently completed five-year Educational and Facilities Master Plan. This key decision-making and resource allocation document will play a key role not only in the development of the Strategic Plan, 2007-2010, but also will be used by the PBC as they implement the Interim Strategic Plan, 2006-2007. Furthermore, the PBC, college divisions, and the four college planning groups will, as they have done with the college mission statement, annually review the five-year Educational and Facilities Master Plan.

Evaluation: The college has made great strides in building a foundation for linking planning with decision making and resource allocation with the creation and approval of the strategic planning process and the Interim Strategic Plan, 2006-2007. In 2006-2007, the college will be fully implementing the Interim Strategic Plan and developing a strategic plan for 2007-2010. The college governance groups are ensuring that all committees and programs on campus use the strategic plan as the basis of their decision-making process. Nevertheless, during 2006-2007, the PBC will be challenged by established college practices (e.g., faculty and classified staff hiring) as the PBC seeks to emphasize the value of relying on and using the strategic plan to make budget and hiring decisions. The PBC will be working with the Academic Senate, the Classified Senate, and other shared governance groups to recommend revisions of some college practices.

Members of the college community have expressed concern about the membership of the District Planning Task Force. Although President McCullough reports that he recommended some of the current members of the District Planning Task Force, some members of the college community perceive that the chancellor appointed members to the task force without consulting the college president. No one questions the veracity of President McCullough's involvement in choosing the members of this task force though some members of the college community still perceive that the composition of the task force is another example of the district making decisions for the college. This situation (and others) may be one of miscommunication or perhaps insufficient details in the communication that was provided by Chancellor Mathur regarding the formation of the task force. Furthermore, it is likely that mistaken perceptions and interpretations such as this one occur as a result of the lengthy period of distrust that has characterized college-district relations. Overcoming this sense of suspicion of district actions will improve as a result of transparent and sincere communication between the parties.

This newly-created District Planning Task Force, chaired by Dr. Andreea Serban, the new Vice-Chancellor of Technology and Learning Services met for the first time on August 25, 2006. Additional time is needed to determine if this effort will be successful in clarifying and strengthening the autonomy of college planning vis a vis district planning.

B. Refining the focus of institutional research so that research and information are used and integrated systematically in planning, decision making, and program review structures for ongoing institutional improvement (Standards IA.4, IA.5, IA.6, IA.7, IB.3, IB.4, IB.6, IIA.1., and II.A.2);

Response: Research is the basis of our strategic planning model, which relies on data from external and internal scans. Other planning documents used in the strategic planning process, such as the Equity Plan, completed program reviews, and the Facilities and Educational Master Plan, are also based largely on institutional research. The PBC and the Leadership Forum also recommend and make decisions about institutional research needs. Furthermore, the four planning groups that comprise the strategic planning process: Enrollment Management, Student Success, Campus Environment, and Institutional Effectiveness, are developing their respective research agendas as are the Deans' Cabinet and the Student Services Leaders Council.

The college recognizes the importance of research in institutional evaluation and improvement and has, therefore, allocated resources to strengthen the Research and Planning office. The additional funds are for hiring a second researcher and to purchase software and hardware to be used for assessment. The Research Specialist was hired and began work in July, 2006.

Through spring 2006, the college research office was staffed by one Research Analyst. As planned, in June 2006, the college hired a Research Specialist who will be dedicated to program review and SLO and AUO assessment. This second position is an essential support component for moving forward on institutional effectiveness. This new staff member will also free up the Research Analyst to support other collegewide research needs. The college Research Analyst also works closely with the district Director of Research and Planning to ensure that the college has current and valid data. Together with the district, the Research and Planning Office is developing a set of annual reports to be used to support college decisions.

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

To date, there are a total of 79 defined Instructional Programs and Administrative Units. Of the total units 74 (or 94%) have submitted SLO or AUO and these are posted on the Institutional Effectiveness website. The goal for the academic year 2005-2006 was for

every unit to submit these outcomes, including the articulation of at least three outcomes and their mode of assessment.

C. Identifying intended institutional and student learning outcomes, coordinated with the college mission statement, and measuring progress towards accomplishment (Standards IA.1, IB.1, IB.2, IB.3, IIA.1);

Response: The SLO Implementation Plan, launched in summer 2005, requires that all instructional programs identify and assess SLO. Similarly, every student support and administrative service unit must complete Administrative Unit Outcomes (AUO). The program review process uses these outcomes assessment as the basis of institutional evaluation and future planning.

The SLO Implementation Plan, which includes program review, begins with the college mission statement, assesses the strengths and weaknesses of programs or administrative units in fulfilling the college mission, and concludes with a discussion of steps that have been taken to improve programs and services including future efforts. The purpose of the SLO Implementation Plan is to link the unit's mission statement, intended outcomes, and assessment, with ongoing improvement<sup>20</sup>.

Evaluation: The college has made significant progress in institutionalizing outcomes assessment. One of the key changes that has taken place as a result of the SLO Implementation Plan is the recognition of the importance of having a mission statement and using it as a decision making and action guide. Many members of the college community were actively involved in the reevaluation of the college's mission statement and in creation of their program/unit's mission statement.

D. Coordinating program review more thoroughly with the educational master plan, department plans, and decision-making processes (Standards IB.1, IB.4.);

Response: In August, 2005, the college implemented a new, simplified, and integrated program review process for instructional programs. A similar plan for services and administrative units was approved by the PBC in September 2005 with input from the Student Services Council and other instructional support units<sup>21</sup>.

Under the process, program review will be conducted every two years for vocational programs and every five years for all other programs and units. The data for program review will include, 1) an organizational chart; 2) a five-year staffing profile; 3) SLO and AUO assessment forms for the previous years; and 4) data sets on enrollment and success indicators created by the college research analyst for the previous three to five years. The

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<sup>20</sup> See response to Recommendation 3 that describes in depth the SLO Implementation Plan.

<sup>21</sup> Saddleback College Program Review Handbook for Instructional Programs, 2006-2007 and the Saddleback College Program Review Handbook for Student Support and Administrative Services, 2006-2007 (<http://www.saddleback.edu/gov/senate/ie/>).

needs assessment created through this process will serve as the basis of planning within departments and within the college as a whole through the strategic planning process. Program reviews are one of the key documents used in the strategic planning process.

Needs assessment plans will also be included in the justification of all requests such as hiring and funding. During 2005-2006, the college required completed program reviews to be formally presented during a PBC meeting. These presentations guide the decision-making process by ensuring that PBC members are cognizant of all programs on campus and their strengths and weaknesses.

Program review is linked with curriculum revision. Each program is required by the state to review and revise its course offerings every two years for vocational programs and every five years for all other programs through a process known as technical review. In each cycle, programs will undergo program review the year before they are due for curriculum technical review so that the data and assessment used in program review will be the basis for curriculum revisions. All completed program reviews are available to the entire college community via the IE web site and in the IE office. A schedule of the SLO assessment (yearly), program review (every two or five years), and curriculum technical review (every two or five years) cycles is regularly updated and can be found on the IE web site.

The SLO Implementation Team includes the Institutional Effectiveness Coordinator, the Program Review chair, the Curriculum chair, and the Research Specialist. This team has primary responsibility of ensuring that the programs and units complete each phase of the cycle in a timely manner. In addition, college committees have a key role to play in implementing the needs assessments generated by program review. The use of needs assessments produced by program reviews, while envisioned, has not yet been written into the procedures of college committees. This will be done during 2006-2007 academic year as the college revises various committee procedures in alignment with the new strategic planning process.

Data from program reviews were used in developing the justifications for full-time faculty positions in fall 2005. In addition, previously completed program reviews for Matriculation and Counseling, resulted in the decision to hire classified staff. All future technology and equipment requests must be documented through a completed program review.

Evaluation: Though program review has been recently revitalized, it is expected that the new coordinated plan will be more successful in improving institutional effectiveness, primarily because of its link to strategic planning.

E. Requiring and implementing program review for all departments, including instructional, student services, and administrative departments (Standards IIA.1, IIA.2, IIB.3, IIB.4);

Response: The IE 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 on a two or five-year cycle.

The SLO Implementation Team secured funding for two years<sup>22</sup>, with the hope of securing one additional year, to allow for the institutionalization of this new process. The 2006-2007 academic year is the second year of funding. This funding provides some reassigned time for the members of the implementation team. Once the plan becomes fully institutionalized, the IE Coordinator, the Program Review Chair and the Curriculum Chair, in conjunction with the College Research Analyst and Research Specialist, will be responsible for ensuring that all programs and units continue adhering to the schedule, recognizing the need for some flexibility.

Evaluation: Measurable progress has been made though it is early to assess the success of the streamlined program review process and its integration into strategic planning until one complete cycle of program reviews is completed. When the Strategic Plan, 2007-2010 is created and approved, and the college begins its implementation, the college community will be ready to assess the effectiveness of the program review process based on the baseline assessments the SLO, AUO, and program reviews provide.

F. Linking facilities, technology, and human resources plans into the overall comprehensive planning and evaluation structure of the college (Standards IB, IIIA.6, III.B.2.b, IIIC.2, and IIID.1.d); and

Response: As mentioned above, the college has taken several important steps to enhance its institutional effectiveness by revising its planning and decision-making structure and devising a strategic planning process that will guide all decision making and budget allocations.

The PBC and the college president have the ultimate responsibility for ensuring that collegewide planning is integrated, comprehensive, and that the strategic plan is implemented. One example of how the PBC began to exercise this responsibility is that during the 2005-2006 academic year, prior to the implementation of the Interim Strategic Plan, PBC made recommendations to all committees that allocate funds (e.g., the Equipment Committee, the Classified Staffing Committee). In so doing, the PBC took an important step in ensuring the linkage between planning and resource allocation. The result is that these committees are now implementing the recommendations of a centralized body comprised of all constituent groups at the college.

In response to the recommendation of the PBC, two new planning groups were created to implement the Interim Strategic Plan and work on the development of the Strategic Plan for 2007-2010. The Campus Environment Group was created to implement comprehensive planning for facilities and safety issues at the college. This committee will recommend a facilities improvement plan in compliance with the College's Strategic

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<sup>22</sup> In 2005-2006, the three faculty chairs of Institutional Effectiveness, SLO, AUO, and Program Review were granted 57 LHEs of re-assigned time to work on their new duties.

Plan. The Campus Environment committee will coordinate the efforts of three existing committees addressing facilities and safety issues. Previously, the existing committees have been operating completely autonomously. The Campus Environment Committee membership consists of all college governance units and is chaired by the college's Director of Facilities. The committee has developed goals and action plans for the 2006/2007 academic year<sup>23</sup>.

The Student Success Group, chaired by the Vice President of Student Services, is the second new planning body created to implement the Interim Strategic Plan and work on the development of the Strategic Plan for 2007-2010. Like all planning groups, this body consists of representatives from all governance units. The SSG with input from the Matriculation Committee and the Student Services Leaders Council will be utilizing the various student services plans to develop strategic planning goals.

Evaluation: While the development of a strategic plan is the first step in linking planning with decision making, it is recognized that the important work of implementing the strategic plan and revising current resource allocations, such as equipment, technology, facilities, and staffing, are the primary tasks for 2006-2007. The new comprehensive planning process is still too new to evaluate its effectiveness though the college community has received the plans with enthusiasm. The IE Office and PBC will be responsible for evaluating the effectiveness of the new planning structure.

#### G. Publishing and widely disseminating the completed planning and evaluation process (Standards IA.4, IB).

Response: The college president has made improving communication a top priority. The PBC meets weekly<sup>24</sup>, Deans' Cabinet, and Student Services Council meet bimonthly. The Academic Senate meets bimonthly, and the Classified Senate meets once a month. All representatives provide reports to and or seek input from their respective units or constituencies. In addition, the college president has instituted the monthly President's Chats<sup>25</sup> and the once-a-month Leadership Forum. The Vice President for Instruction meets with the instructional deans weekly to disseminate PBC minutes and to review/update division goals. The Vice President of Student Services meets regularly with leaders of each unit. In turn, divisions and departments meet regularly to disseminate information and create unit plans. During these meetings, the mission and goals are reviewed. Progress reports are due mid-year and annually. In addition to these regular meetings where college information and decisions are discussed, made, and announced, the president's office disseminates broadcast email updates on a regular basis.

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<sup>23</sup> John Ozurovich, August 7, 2006, email.

<sup>24</sup> The PBC web site includes meeting minutes, <http://www.saddleback.edu/gov/pbc/>

<sup>25</sup> In 2005-2006, President McCullough held his "President's Chat" sessions in September and November, 2005, February, March, April, May and September, 2006. During these informal Q&A sessions, 20-40 faculty and staff are in attendance.

The IE Office is responsible for disseminating the results of SLO and AUO assessment and program review. The IE web site contains reports for SLO and AUO and completed program reviews<sup>26</sup>. All programs reviews are submitted to the IE Office in conjunction with an open and formal presentation to the PBC and all interested parties.

In-service week always includes presentations and training opportunities about the planning and evaluation process. Over the past two years, these presentations have focused on outcomes assessment, program review, and strategic planning. In fall 2006, the Interim Strategic Plan was presented and kick-off meetings for the 2007-2010 Strategic Plan were held by the four strategic planning groups (Enrollment Management, Campus Climate, Student Success, and Institutional Effectiveness)<sup>27</sup>.

One noteworthy example of effective communication occurred during a discussion in spring, 2006 on whether or not the college wished to change to a compressed calendar. A Compressed Calendar Task Force was created by PBC. This task force surveyed the entire college community and produced a 72-page document that was posted on the Academic Senate web site<sup>28</sup> and distributed to all managers on campus to share with their staff. The college president and the Academic Senate president held a town hall meeting to discuss the issue so that everyone would have an opportunity to express his/her views before the PBC would make its decision.

Evaluation: Communication has greatly improved at the college through the PBC, the Leadership Forum, President's Chats, The Gaucho Gazette, and the various email communications from the President's Office. Every member of the institution is beginning to take personal responsibility for communicating important decisions and participating actively in their department, unit, or collegewide planning as evidenced by the completion of the numerous planning activities that have been characterized by active participation by all segments of the college community. And yet, there is room for improvement especially to dispel rumors and myths that can sometimes thwart progress<sup>29</sup>.

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<sup>26</sup> <http://www.saddleback.edu/gov/senate/ie/>

<sup>27</sup> Focus on Strategic Planning: Faculty Flex/In-Service & Professional Development Program of Activities, fall, 2006.

<http://www.saddleback.edu/gov/senate/FlexInservice.html>.

<sup>28</sup> Report of the Saddleback College Compressed Calendar Task Force, March, 2006, <http://www.saddleback.edu/gov/senate/discussionitems.html>

<sup>29</sup> On July 12, 2006, President McCullough sent an email message to all faculty and staff to dispel a rumor about a potential centralization of computer labs. In so doing, he emphasized his commitment to maintain communication channels open.

### **Recommendation 3**

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

Response: The 2004 self study described early efforts to institutionalize SLO at Saddleback College. The 2004 visiting team found that these efforts did not substantially meet the requirements of the standard. Since fall 2004, these early efforts have evolved into a solid and comprehensive plan through the initial work of the SLO Task Force (fall 2004-spring 2005), the SLO Implementation Team (beginning summer 2005), and the Institutional Effectiveness Committee (beginning spring 2006). The SLO Implementation Plan, which links outcomes assessment with program review and curriculum revision, was put into effect in summer 2005.

The SLO Implementation Plan created the Institutional Effectiveness Office and the IE Committee. The college has supported this plan through the allocation of resources, such as reassigned time (for the IE Coordinator, two SLO Facilitators, the Program Review Chair, and the Curriculum Chair), hiring a full-time Research Specialist dedicated to assessment and program review, and purchase of software and hardware. The ultimate goal of these strategies is to institutionalize assessment across the campus<sup>30</sup>.

All departments and programs have completed their SLO and AUO and are currently working on completing their assessment plans. To date, there are a total of 79 defined Instructional Programs and Administrative Units. Of the total units 74 (or 94%) have submitted Student Learning Outcomes or Administrative Unit Outcomes (SLO or AUO) and are posted on the Institutional Effectiveness web site. The goal for the academic year 2005-2006 was for every unit to submit these outcomes, including the articulation of at least three outcomes, and the mode of assessment.

Perhaps the clearest indication of the college's commitment to outcomes assessment is the fact that Institutional Effectiveness is now one of the four main strategic planning bodies. One of the college's core strategic directions for its 2006-2007 Interim Strategic Plan is "to create a culture of institutional effectiveness based on assessment of outcomes."

Evaluation: Over the past 14 months the college has made measurable progress in institutionalizing SLO and AUO. The SLO Implementation Plan has created a common language and process that is being used campuswide to link outcomes assessment with program review and curriculum revision. This common language and process are slowly but surely moving the college community to develop a culture of institutional effectiveness.

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<sup>30</sup> College leadership succeeded in convincing the chancellor to provide reassigned time for the SLO Implementation Plan. Although the chancellor agreed to support reassigned time for two years, support for year three has not yet been secured.

A. Developing measurable learning outcomes for all courses, degrees, certificates, programs, and services (Standards IB.1, IB.2, IIA.1.c, IIA.2.a, and IIA.2.b);

Response: The SLO Implementation Plan has impressive results. By the end of spring 2006, 94% of departments and services defined their SLO and/or AUO and methods of assessment at the program level. Many departments and services are now beginning to assess their outcomes. A full-time Research Specialist, hired in July 2006, is dedicated to support these efforts. By the end of 2006-2007, the college's goal is to have 100% of programs and services complete all five columns of the SLO or AUO form, which includes assessment and the use of the results.

The SLO Implementation Team includes three faculty facilitators who are responsible for meeting with individual departments, programs, and administrative units to help define their SLO or AUO and methods of assessment. A Guide to Developing and Assessing Student Learning Outcomes and Administrative/Service Unit Outcomes at Saddleback College can be found at the Institutional Effectiveness web site to "demystify" the process<sup>31</sup>.

Currently, the college is focusing on SLO implementation at the program level (including degrees, certificates, and services). Once SLO assessment is established in all programs and units, the IE Committee will begin training on course level SLO assessment.

Evaluation: The college community has embraced outcomes assessment. The biggest hurdle facing the SLO Implementation Team and the IE Committee is in assisting departments and programs in moving from outlining their assessment plans to actually completing the assessments. The problem appears to be lack of time and resources. Many faculty and staff feel their day-to-day tasks do not leave sufficient time to address outcomes assessment. The result is that in some cases this vital activity is put on the back burner. It will be the role of the SLO Implementation Team and the IE Committee to keep assessment at the forefront of the faculty's work agendas. The support provided by the Research Specialist should help to address this challenge. All college administrators are very supportive of the process and are working with their faculty and staff to help them find the time and resources to complete the SLO or AUO assessment forms in a timely and effective manner.

B. Defining and instituting research procedures for measuring, assessing, and tracking learning outcomes (Standards IB.2, IB.3, IIA.1.c, IIA.2.a, and IIA.2.b); and

Response: The SLO Implementation Plan addressed the targeted support needed for SLO or AUO assessment and program review. The SLO Implementation Plan created a standard procedure for SLO and AUO. Additionally the program review process was reviewed and aligned to include SLO and AUO. The Program Review process includes a basic data set for all instructional programs. The college Research Analyst prepares this

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<sup>31</sup> <http://www.saddleback.edu/gov/senate/ie/>

data set for each program upon request, as well as additional data a program may require. With the additional workload of supporting SLO and AUO, the SLO Implementation Plan proposed a new Research Specialist position be dedicated to support faculty and staff with outcomes assessment and program review. This position supports the standardization of data on a regular basis. Data will be housed in the Institutional Effectiveness office in order to conduct specific program/unit analysis as well as college-wide trends.

The SLO Implementation Plan outlines the need for resources to be dedicated to assessment. Based on SLO and AUO forms submitted in the 2005-2006 school year, the majority (53%) of assessment rely on internally-devised exams and surveys for SLO and AUO assessment purposes. PBC approved \$120,000 in funding for Scantron hardware and software to be used for assessment needs (survey and testing) along with annual resources to provide upgrades and servicing for the college.

Evaluation: Although all departments and programs worked diligently in defining their SLO and AUO, the actual assessment of these outcomes will begin in fall, 2006. The Research Specialist, hired in July 2006, will be instrumental in providing the assistance needed to move forward.

In spring, 2006, a shared governance group (the vice presidents, the Academic Senate President, classified staff representative, and one dean) studied options to assess student satisfaction. The group reviewed several commercial products but found all of them to be lacking. As a result this group recommended the development of an in-house instrument to assess student satisfaction. This instrument will be an essential component of some student services SLO. Additionally, the college purchased software and hardware for assessment purposes that will enable departments to assess students more efficiently and effectively. The purchase and installation of the Scantron products will be completed in fall 2006 and training will begin in spring 2007.

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, IIA.2.d, IIIA.5).

Response: Training is a significant component of the SLO Implementation Plan. Training for the SLO Implementation Team began in summer 2005 and is ongoing. One of the SLO Implementation Team's primary tasks during 2005-2006 was to hold workshops and training sessions with the rest of the college community. These ranged from collegewide meetings during in-service week to training sessions with divisions and departments, and one-on-one sessions with individuals working on outcomes assessment. Training continues in 2006-2007, with special focus on the assessment data collection with the introduction of the upcoming Scantron software and hardware. Another focus of this training is on the utilization of the results from the outcome analysis and the incorporation of these results into an annual cycle of review and creation of new outcomes.

To date, there are a total of 79 defined Instructional Programs and Administrative Units. Of the total units 74 (or 94%) have submitted Student Learning Outcomes or Administrative Unit Outcomes (SLO or AUO). They are posted on the Institutional Effectiveness website<sup>32</sup>. The goal for the academic year 2005-2006 was for every unit to submit these outcomes, including the articulation of at least three outcomes and the mode of assessment.

Evaluation: The training and informational sessions presented by the SLO Implementation Team and the IE Committee have been very successful. Most faculty and staff now are familiar with outcomes assessment and the various techniques they can use in assessment. Some issues remain to be clarified regarding the assessment methods for distance education vs. 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 their results into their program reviews, departmental discussions, and the incorporation of these results back into the development of the college strategic planning process.

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<sup>32</sup> <http://www.saddleback.edu/gov/senate/ie/SLOassessmentforms.html>

#### **Recommendation 4**

The team recommends, consistent with recommendation two of the 1998 team, that the board of trustees review and revise the “Employment Procedures for Executive Positions” so that it conforms to accepted best practices. Specifically, this process should be fair, equitable, and provide for meaningful constituency input. Once revised, the implementation of these procedures should be delegated to the chancellor and presidents, and the direct involvement of the board should be limited to the appointment of the chancellor (Standards IIIA1, IIIA.3).

Response: The Progress Report Visit Findings of November 3, 2005, states that the Board of Trustees has not acted in good faith to address this recommendation. Board policies and administrative regulations are being reviewed by the Board Policy and Administrative Regulation Advisory Council. Thus, in spring April 2006, this district committee, comprised of members from all constituency groups, was convened to revise Board Policy 4011.6<sup>33</sup>. The revised policy complies with best practices as recommended by the accrediting commission and it was approved by the Board of Trustees in July, 2006.

Evaluation: The process defined by BP 4011.6 is fair, complies with best practices, and provides for effective constituency input and debate.

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<sup>33</sup> Board Policy 4011.6, Employment Procedures for Chancellor.

## Recommendation 5

The team recommends, consistent with recommendation four of the 1998 visiting team, that 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.

Response: In 2005-2006, the college and district have made progress in collaborating on significant policy matters. A summary follows:

1. In response to a request for participation in the technical assistance process from the presidents of the academic senates, the chancellor placed this item on the August 29, 2005 board agenda and it was approved by the Board of Trustees. As a result, the Academic Senate, Classified Senate, college administration, all the bargaining units, student leadership, the District and the Board of Trustees engaged in Technical assistance with the Community College League of California and the State Academic Senate in February 13, and April 24, 2006.

Since the April 24<sup>th</sup> meeting, the constituency groups revised their goals and responsibilities and submitted them to the chancellor in May, 2006. Chancellor Mathur's August 1, 2006 memo states that the, "Board Policy and Administrative Regulation Advisory Council . . . has developed a draft of new Board Policy 2100.2, Role and Scope of Authority of the Academic Senates," and, "revisions to existing Board Policy 4056, Classified Employees Participation in Decision Making." The policies will be presented, "to the board for review and study at their August or September, 2006, board meeting, and for approval at the following meeting."<sup>34</sup>

2. The second example is the approval of Board Policy 107 in April, 2006. BP 107 defines the process for the development and revision of board policies. Also in April, 2006 the chancellor approved Administrative Regulation 107 that defines the role of each constituent group in developing and revising board policies and administrative regulations. BP 107 and AR 107 replaced BP 102 which *excluded* constituency group participation in board policy and administrative regulation development and review.

3. In response to the Appellate Court's decision (upheld by the California Supreme

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<sup>34</sup> The Technical Assistance process involved a 6-hour meeting on February 13<sup>th</sup> in which twenty four members of constituency groups participated. The 3-hour Board of Trustees special meeting on April 24, 2006 focused exclusively on accreditation issues. See Chancellor Mathur's August 1, 2006, memo to the Academic Senate presidents and all accompanying documents.

Court) the faculty hiring policy was developed jointly and mutually-agreed upon by the Academic Senate and the district. The revised Full-Time Faculty Hiring Policy (Board Policy 4011.1) was approved by the Board of Trustees in December, 2005.

There are some issues that still need attention. Among them are these:

1. The student request for revision of the board policy (and corresponding administrative regulation) that requires board approval of college speakers has been revised by the Board Policy and Administrative Regulation Advisory Council. The revised policy still requires approval by the Board of Trustees.
2. Another issue of concern is the board's rejection of college-determined institutional memberships. According to BP 3220, all college institutional memberships must receive annual approval by the Board of Trustees. In March 2006, one board member pulled the American Library Association membership because he objected to the ALA's position on access to library resources. The trustees spent portions of three board meetings debating whether or not the ALA endorsed pornography for children among other concerns. In addition to the board's rejection of the ALA institutional membership of Saddleback College and Irvine Valley College, the board now requires detailed justification each time an institutional membership is requested or renewed.
3. Some members of the Classified Senate, as reported by the Classified Senate President, feel that a perception exists among some classified staff that the Board of Trustees focuses too much on political and image issues to the detriment of significant college issues such as construction projects. Another perception is that the board favors other units (such as ATEP) within the district over Saddleback College.

Evaluation: Progress has been made to create effective mechanisms for participatory governance (e.g., the Board Policy and Administrative Regulation Advisory Council) though some important questions remain regarding the role of college governance groups in district governance and that of the district and its relationship with the college<sup>35</sup>. In brief the question that requires clarification is whether the college defines its own mission, goals and objectives, and the district's role is to assist and support the college to carry these out? Or, whether it is the district that defines its mission, goals and objectives and the college (also IVC and ATEP) then defines its role in response to the district mission? Or, perhaps there exists a third option in which the college and district constituency groups jointly develop college and district mission, goals and objectives?

College governance leaders remain hopeful that the District Planning Process Task Force and Board Policy and Administrative Regulation Advisory Council will be able to

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<sup>35</sup> See discussion of district planning process under response to Recommendation 2 above.

elucidate this basic question in a mutually respectful way that will help to develop a relationship of trust between the college, the district, and the Board of Trustees. A framework to assume future challenges will be in place once the parties achieve some level of clarity to this basic question.

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 IB.1, IVA.1, and IVA.2);

Response: The purpose of participation in the Technical Assistance process was to clarify and define the roles of the constituency groups in college/district governance. As described above, the Board Policy and Administrative Regulation Advisory Council has worked with the documents (the governance groups developed that define their roles and responsibilities) to create a new board policy, BP 2100.2, and value statement. The Board Policy and Administrative Regulation Advisory Council, a shared governance group, has worked well under the leadership of Deputy Chancellor Gary Poertner. The new draft policy will be presented to the board in fall, 2006.

In July, 2006, the district hired Dr. Andreea Serban, the new Vice Chancellor of Technology and Learning Services. The new vice chancellor will work closely with the Deputy Chancellor Gary Poertner and Robert King, Vice Chancellor of Human Resources on the Board Policy and Administrative Regulation Advisory Council.

As described above, BP 107 defines the development and revision of board policies and clearly delineates the role of constituent groups in the process. BP and AR 107 were approved in April, 2006. AR 107 provides for the establishment of a district committee with representation from all constituent groups. BP 107 and AR 107 replace AR 102 which *excluded* participation by the constituent groups in the development of board policies and administrative regulations. This is a very positive and welcome development.

Evaluation: Steps have been taken to clarify the respective roles of each constituent group. The shared governance groups (Academic Senate, Classified Senate, CSEA, and the SOCCCD Faculty Association, and the Police Officers Union) have worked to clarify their role in decision-making. The board approved Board Policy 107 and with its accompanying administrative regulation the parties are now in a position to move forward with approval of other significant board policies and issues.

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

Response: The college president and the PBC created a flow chart and narrative that

define the relations between the various college committees and the PBC<sup>36</sup>. The PBC web site contains minutes of all meetings and other important planning documents<sup>37</sup>. The Academic Senate maintains a web page of all college and senate committees with mission statements, membership, meeting times, etc.<sup>38</sup>

The District Decision-Making Chart is an effort to clarify roles and scope of authority of district committees. It lists all district committees and the constituency groups that participate in them. This document was created by the chancellor with input from the Chancellor's Cabinet.<sup>39</sup>

Another positive effort is the chancellor's creation of the Board Policy and Administrative Regulation Advisory Council, which has been working successfully to revise and create new policies that clarify roles and scope of authority of the college and district's constituent groups. The college vice presidents are meeting weekly with Dr. Andreea Serban, Vice Chancellor for Technology and Learning Services in an effort to enhance communication. And, the college presidents meet weekly with Deputy Chancellor Gary Poertner.

In spring 2006, while the college was developing its strategic planning process the district required participation in the district planning process. In January, 2006, President McCullough proposed a blended planning process to the District Management Council that eliminated the need to submit individual division reports to the district. Nevertheless, the Academic Senate rejected what they understood to be an imposed district planning process that been developed without constituent group input from Saddleback College, Irvine Valley College, and ATEP<sup>40</sup>. Thus, while college staff was working on its strategic planning activities, the requirement to participate in the district planning process temporarily stalled the college's work. The SOCCCD Goals/Action Plans Progress/Final Reports were submitted to the chancellor in March, 2006. Subsequently, in April, 2006, the PBC approved the college's Strategic Planning Process and the Process for Developing an Interim Strategic Planning Process for 2006-2007.

In May/June 2006 the Academic Senate presidents met with the chancellor to request integration of the college planning process with that of the district. In response to their request, the chancellor created the District Planning Process Task Force. The chancellor announced the composition of this task force in May, 2006, after consultation with the college presidents<sup>41</sup>. While the college remains hopeful that this task force can clarify and strengthen the autonomy of planning at the colleges vis a vis district planning, members

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<sup>36</sup> Saddleback College 2005 Governance/Planning Process chart; see also discussion of PBC planning process under response to Recommendation 2 above.

<sup>37</sup> <http://www.saddleback.edu/gov/pbc/>

<sup>38</sup> <http://www.saddleback.edu/gov/senate/committees.html>

<sup>39</sup> SOCCCD Level Decision Making chart, June 28, 2006.

<sup>40</sup> See discussion of the district planning process and its relationship with the development of the college strategic plan under Recommendation 2 above.

<sup>41</sup> May 26, 2006 email memo from Chancellor Mathur.

of the college community have expressed concern regarding the composition of the task force.

Other examples that demonstrate the need to clarify the relationship between college and district committees are the following: the District DE Committee and issues that result from district efforts to centralize technical support for the colleges' distance education program even though Saddleback College already has a well established program<sup>42</sup>; the College Technology Priority List, 2006-2007, that was perceived to have been compiled without college input.

Regarding the first example, after several meetings, the District DE Committee accepted Saddleback College's Distance Education Plan that includes hiring two college application specialists to provide additional support for the college's distance education program. Regarding the latter example, the vice presidents gathered input from the instructional deans and student services leaders and then met with district IT staff to revise and re-prioritize the list so that it included all items of importance to the college. The vice presidents are hopeful that this productive meeting with district IT staff will lead to better communication between the college and district IT to improve services to students.

Evaluation: Though noteworthy efforts have been made regarding this recommendation, it is too soon to judge how the new District Decision-Making Chart and other efforts will serve to strengthen and/or clarify the decision-making process. College staff is hopeful that the chancellor will continue to take steps to strengthen college autonomy in planning and that the newly appointed vice chancellor of technology and learning services will be empowered to address these concerns through the District Planning Task Force.

C. Involve all constituent groups in a meaningful and collaborative manner in the decision-making process (Standards IB.1, IVA.1, and IVA.2); and

Response: With respect to how the college involves its constituent groups in decision making, please see Recommendation 2 above.

There has been progress in involving more college representatives in district decision-making although for members of the Classified Senate this remains a concern. The most important examples of productive collaboration between the college and district are the Faculty Hiring Policy, the creation of BP 107 and AR 107, Board Policies and Administrative Regulations, and BP 4011.6, Employment Procedures for Chancellor. These examples have provided valuable opportunities for meaningful and collaborative participation by all constituency groups.

In an effort to increase faculty participation in institutional effectiveness and in the

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<sup>42</sup> According to the State Chancellor's Office, Saddleback College ranks 4<sup>th</sup> among community colleges in the California in terms of WSCH generation for DE courses.

college and district decision-making processes, the college informed the chancellor of the need to approve reassigned time for various college needs.. The college president has been successful in getting approval for reassigned time for faculty leaders for the first two years of the SLO Implementation Plan. Support for the third year of this plan has to be renegotiated. The college president was also supportive of the Academic Senate's request for additional reassigned time to carry out its expanded duties and he was successful in negotiating with the chancellor for an increase in reassigned time for the Academic Senate leadership.

Although some reassigned time for faculty leadership has been restored it remains below the level provided by other comparable CCCs to their Academic Senate officers. The low level of reassigned time available to the Academic Senate and the greatly expanded roles of Senate leadership in college and district governance have made it difficult and at times impossible to recruit faculty members willing to assume leadership roles. The Academic Senate will continue to represent the faculty in college and district committees while continuing to lobby for a more just complement of reassigned time 1) to have sufficient time to effectively fulfill its many roles and 2) be successful in recruiting new Academic Senate leadership<sup>43</sup>.

Evaluation: In order for faculty and staff to participate in a meaningful manner in the college and district decision-making process, they must have sufficient time away from their required duties. They must also have faith that their time is effectively spent in meaningful work. Since reassigned time was significantly reduced 10 years ago, faculty willingness to step forward and participate in college and district leadership has been problematic<sup>44</sup>. Numerous faculty feel that after teaching a full load, little or no energy remains to dedicate to committees whose work may not result in concrete outcomes. Academic Senate leaders are hopeful that the recent increase of reassigned time for faculty leaders coupled with the positive changes in constituency participation in district governance will result in greater interest among the faculty to assume leadership positions.

D. Publicize the roles and responsibilities of each group through college publications and procedures (Standards IB.1, IVA.1, and IVA.2).

Response: The PBC created and is using the Saddleback College 2005 Governance/Decision Making Process chart and Governance/Planning Chart and Narrative. This chart defines how college committees provide input to the PBC. This chart has been distributed to the constituency groups, it appears in the Faculty Handbook,

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<sup>43</sup> The Academic Senate surveyed community California community colleges and compiled data of reassigned time levels for officers of local Academic Senates. Seventy-nine colleges completed and returned the survey.

<sup>44</sup> Though the reassigned time allocation for the Academic Senate was increased, the Senate has been unable to identify a candidate to run for president-elect in 2006-2007. Nor has anyone stepped forward to assume responsibility for coordinating the work of the Accreditation Midterm Report.

2006-2007, and the updated chart was distributed to the college community during in-service 2006. The chart is also available on the PBC web site. The Academic Senate has revised its web site and the college committee structure is a prominent feature of the site.<sup>45</sup>

Evaluation: Progress has been made to document and publicize the roles and responsibilities of the constituent groups. Although it is too early to assess the long-term effectiveness of these efforts, the college was successful in developing and approving the strategic planning process and the Interim Strategic Plan, 2006-2007. These planning tools leave the college well positioned to make budgeting decisions that are integrated with existing and future plans<sup>46</sup>.

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<sup>45</sup> <http://www.saddleback.edu/gov/senate/collegecommittees.html>

<sup>46</sup> See the evaluation under Recommendation 5.B above.

### **Recommendation 6**

The team recommends, consistent with recommendation seven of the 1998 visiting team, that representatives of all formally recognized constituent groups (trustees, chancellor, presidents, 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:

Response: Most of the “climate” issues in this recommendation are a direct result of tensions between the board and district with the college.

The college has been successful in taking key steps to improve college climate. Noteworthy are the President’s Chats, The Gaucho Gazette (college electronic newsletter),<sup>47</sup> and the president’s regular communications with college staff<sup>48</sup>. The creation of the PBC has streamlined and linked decision-making more closely with budget planning. In addition, in response to concerns that the streamlined PBC eliminated a valuable communication and input venue, the Leadership Forum was created in June, 2005 to fill the need for disseminating information. The Leadership Forum<sup>49</sup> is a collegewide monthly meeting for information sharing and discussion to ensure that all groups are well informed about important college activities such as planning, college budget issues, outreach, etc.

On August 1, 2006, the chancellor wrote a memo to the Academic Senate presidents outlining the “responses to accreditation team recommendations pertaining to the district.”<sup>50</sup> This document outlines various examples of activities directly related to the accrediting commission recommendations such as the board’s discussion and special meetings of same including the technical assistance process.

In conjunction with these positive strategies, the district has been pursuing numerous communication efforts to try to ease board/district-college tensions. These attempts include formal and informal meetings (e.g., the chancellor’s Q&A with college faculty and staff and his visits to division meetings; Special board meetings dedicated to accreditation); the Director of Marketing, Government, and Community Relations regularly disseminates highlights of board meetings and other important announcements, a DVD of board meetings is made available through the college library; as well as faculty and staff social events<sup>51</sup>.

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<sup>47</sup> <http://www.saddleback.edu/news/index.html>

<sup>48</sup> See notebook of Saddleback College communications from the President’s Office.

<sup>49</sup> In August, 2006, the members of the Leadership Forum met with the PBC for a one-day retreat where the strategic plan and the college budget were discussed. See the PBC retreat agenda.

<sup>50</sup> August 1, 2006 memo to the Academic Senate presidents from Chancellor Mathur.

<sup>51</sup> SOCCCD Communication Strategies, November 2005-August 2006.

Ongoing issues:

1. New later meeting time for the BOT to facilitate participation is a welcome change although open session time has been changed occasionally and this causes confusion and may prevent participation. Board agendas (without the exhibits) are posted electronically on the district web site.
2. See discussion under Recommendation 5.B above about District DE Committee issues.
3. See discussion above under Recommendation 2 about District Planning Process Task Force.
4. The Academic Senate will continue to pursue its goal of securing additional reassigned time to be able to participate effectively in college and district responsibilities.

Evaluation: Although notable progress regarding “climate” issues is being made at the college level, some tensions remain at the board/district-college level. The college community remains optimistic and will continue to welcome initiatives to create a more collegial climate.

See also Recommendation 5 above.

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 IA.3, IB.1);

Response: 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) that are widely publicized and open to all faculty, staff, and students. Thirty-four members of the faculty and staff have attended each session of the President’s Chats. Topics of discussion include BGS updates, institutional effectiveness, and alternative calendar, among other pressing issues.<sup>52</sup> Some deans have organized workshops for faculty to enhance institutional effectiveness.<sup>53</sup>

In December, the president held a Holiday Party that was very well attended by college and district administrators, college faculty, staff, and students. According to the president, the purpose of these gatherings is to promote collegewide unity among all personnel and increase and improve communication and enhance trust.

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<sup>52</sup> A copy of The Report of the Saddleback College Compressed Calendar Task Force, March, 2006 is contained in the folder for Reference 28. This is one example of college communication efforts.

<http://www.saddleback.edu/gov/senate/PDF/CompressedCalendarTaskForce.pdf>

<sup>53</sup> Teaching & Learning Workshops, 2005-2006.

With respect to district and Board of Trustees efforts to improve communication with the college community, the chancellor meets with faculty and staff of each division once per semester to discuss issues of interest. The Board of Trustees held special board meetings to focus on the accreditation recommendations. The district has also sponsored faculty and staff social events<sup>54</sup>.

Evaluation: The college emphasis on improving communication and promoting a dialog about institutional effectiveness, plus the lengthy list of accomplishments for 2005-2006, demonstrate that the college continues to make progress in this area as it continues to work with the district to identify strategies to further improve college—district communication.

**B. Creating an environment which ensures greater administrative stability and empowerment at the college (Standards IVA.1, IVA.2, IVB.1, IVB.2, and IVB.3); and**

Response: The perception remains among faculty and classified staff that the governance style of the board and district discourages college administrators from taking risks to solve difficult problems and yet several noteworthy improvements have taken place within the last year.

College leadership has empowered the college deans by ensuring that they are well represented in all major strategic planning groups. In addition, two new deans<sup>55</sup> have been hired within the last two years and three long-time classified employees were added to the ranks of classified management. Furthermore, the implementation of a new salary schedule for administrators coupled with a two-year contract to be followed by a three-year contract has resulted in a greater sense of stability among managers and respect for their roles.

Evaluation: These positive changes are welcomed by the college community though it is still early to evaluate whether these changes will result in long-term improvements in administrative stability and empowerment.

**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 IVA.1, IVA.2, IVB.1, IVB.2, and IVB.3).**

Response: At the college level much has been accomplished to improve and clarify decision making and affirmative communication steps have been taken. See also recommendations 1, 2, and 3, and 5.

At the college-district level positive steps have been taken. During 2005-2006, the chancellor attended division meetings to meet with faculty and staff and discuss issues of interest. The Board of Trustees held two special board meetings to focus on accreditation.

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<sup>54</sup> SOCCCD Communication Strategies, November 2005-August 2006.

<sup>55</sup> Dean of Physical Education and Athletics and the Assistant Dean of Student Services.

All these sessions were open to faculty and staff who were invited to ask questions, express concerns, or simply provide opinions<sup>56</sup>.

Yet, examples of unresolved questions between the college and district remain. Among these are participation in the development of planning processes; the role of the District Distance Education Committee; and the College Technology Priority List, among others.

Evaluation: During 2005-2006, the college has been working diligently to improve communication. In response to spring and fall 2006 flex activities, anecdotal evidence indicates that these efforts yielded palpable results and there is a feeling that we are rebuilding our institutional esprit de corps, though admittedly more work remains to be done by every member of the college community.

With respect to college-district communication, a level of improvement is apparent though more time is needed to overcome the years of cynicism, despair, and fear that have characterized college-district relations since 1997. While some faculty and classified staff are eager to move forward, these strongly-held feelings sometimes affect the interpretation of board and/or district actions and clearly affect morale. Careful attention to sincere and open communication should help to minimize such instances.

In summary, the numerous improvements at the college level coupled with the cautious optimism of better board/district-college relations leave the college well positioned to make continuous and responsible changes that affect both the quality of our programs and services in a climate of cooperation and shared purpose among the faculty, staff, and administration.

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<sup>56</sup> Chancellor Mathur's August 1, 2006 memo to the Academic Senate Presidents and SOCCCD Communication Strategies, November 2005-August 2006.