STANDARD FOUR:
LEADERSHIP AND GOVERNANCE

Standard Four
Accreditation Self Study Report
Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Saddleback College Women's Tennis 2010 State Champions

IV.A   Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

DESCRIPTIVE SUMMARY

College processes have been established to provide for the effective participation of faculty, staff, administrators, and students when important College issues are discussed and decisions are made. Each division is encouraged to hold regular meetings where issues are discussed and information is conveyed. Participation and input are encouraged, no matter the rank of the employee or official title. Classified Senate and Academic Senate members are encouraged to convey information to and from their constituencies, providing input and feedback at all levels. Discussions on significant issues are often presented at the biannual President's Breakfast and at all College meetings.

The Academic Senate, Classified Senate and Management Leadership Team have procedures in place to select representatives to serve on campus committees and decision-making bodies. Representatives from each group sit on the Strategic Planning Groups, and leadership serves on the Planning and Budget Steering Committee and on the Consultation Council. It is their responsibility to carry input from the groups they represent to the decision-making bodies where the Mission, Vision, and Values of the College are determined so that all voices are heard.

College leadership has worked with the Board of Trustees to increase the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty. The College President, the Chancellor, and the Board of Trustees work closely with the Academic Senate when making decisions on academic and professional matters. The Deans' Cabinet meets biweekly. On opposite weeks all administrators and managers meet to review issues of importance.

Students are represented on all bodies. The Associated Student Government (ASG) designates representatives to all governance committees and to the Consultation Council. The ASG President is seated with the other governance leadership at Board of Trustee meetings.

The use of Web pages and the Internet have dramatically increased the ability to almost instantaneously communicate information regarding institutional performance. Agendas and minutes of meetings are posted quickly, as are important communications. Each committee has its own Web page for posting key documents. The Institutional Effectiveness Committee posts all Program Reviews, Administrative Unit Reviews, and Student Learning Outcomes on its Web site, which is accessible to everyone.

SELF EVALUATION

When asked whether their input regarding improving practice programs and services is encouraged by colleagues, 65.6 percent of responding employees either agreed or strongly agreed. An even stronger positive response was noted to the question of whether ideas are listened to and considered during the decision-making processes within their departmental unit

(74.6 percent) or their division (66.2 percent). The response was much different when taken to the College level: Only 39.4 percent felt that their ideas were listened to and considered during the decision-making process.

Results are often correlated with the employee's role at the College. At the College 65.8 percent of administrators and managers agreed or strongly agreed that their ideas were listened to and considered. That number dropped approximately 40 percent for full-time and part-time faculty, and 24 percent for classified staff. The College should maintain continual vigilance in assessing the effectiveness of communication avenues and in providing opportunities for effective participation from all constituency groups.

PLANNING AGENDA

None.

IV.A.2.   **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

IV.A.2.a.   **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

DESCRIPTIVE SUMMARY

Saddleback College and the South Orange County Community College District (SOCCCD) 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 each acknowledges role and scope of responsibilities harmonizes the relevant sections within the laws, regulations, and Board policies to fulfill their role in the decision-making process within the SOCCCD.

Administration: 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 with this statute, the SOCCCD Board of Trustees adopted Board Policy 2100, Delegation of Authority to the Chancellor [4.1]. 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 of the education programs of the District.

Administration: Delegation of Authority to the College President

Please see section IV.B.2.c for the complete text of this policy.

Faculty: 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.

The Faculty Association

In accordance with the Higher Education Employment Relations Act (HEERA), the District recognizes the Faculty Association 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 [4.2].

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 with public agencies.

Staff: California School Employees Association (CSEA) and Police Officers Association (POA)

Assembly Bill (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 CSEA and the POA are the exclusive collective bargaining representatives for the groups that they represent. All nonexempt classified employees other than the police officers are represented by the CSEA. All police officers are represented by the POA.
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 representative to any committee and that the College Classified Senate will have the right to appoint the second representative. As a practical matter, most 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.

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, Student Member of the Board of Trustees (originally adopted in 1980 and 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 [4.3]. Although this member of the Board of Trustees is, by law, a nonvoting 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.

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:

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 (a)]:

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 (1)].

- Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration [51023.7 (3)].

- … [T]he governing board shall recognize each associated student organization or its equivalent within the district [4.4] **…** 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 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 [51023.7 (4)].

Additionally, Board Policy 5627, Student Participation in Governance, 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)] [4.5].

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.

SELF EVALUATION

The District and College employees have clearly defined roles and responsibilities for institutional governance. Multiple opportunities exist to exercise substantial authority in areas of expertise. In reviewing Districtwide committees, the College became aware that student representatives have not been appointed by their constituent groups to serve on committees that have a significant effect on students. Often, student clubs and organizations meet at the same time as the governance committees.

Faculty and staff often feel pressure from conflicting responsibilities, making regular standing committee attendance problematic. The classified staff continue to struggle with their limited ability to participate in governance processes while also meeting the demands and time lines specific to their jobs. Additionally, financial concerns prohibit additional compensation in the form of overtime to complete one's work. The conflicting need to finish one's work in a timely manner and a desire to participate may result in frustration.

These concerns have not been fully addressed by the administration. More clarity is needed in Board Policy to include both CSEA and classified senate participation.

Board Policy 4056, Classified Employees Participation in Decision-Making, provides for the effective participation of classified staff:

> For purposes of this policy the term "staff" is defined to include all management and non-management classified employees of the District. The term "staff" is further defined to include all employees in classified management, confidential and bargaining unit positions.

In recent practice classified managers have not always been afforded the opportunity to select their own representatives to serve on committees or task forces. However, classified managers are beginning to recognize the need to self select their exclusive representative, and Board Policy 4056 provides for this:

> 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 [4.B].

> In all cases, representatives shall be selected from the category that they represent [4.C].

PLANNING AGENDA

1. Board Policy 4056 will be reviewed and revised to provide separate procedures for the recognition and appointment of classified bargaining unit members and classified managers to represent their constituent group on Districtwide and College committees for matters related to governance.

2. Board Policy 4056, 4011, et seq., will be revised to harmonize with each other as they delineate classified managers being appointed to serve on College and District committees.

3. The ASG will be asked to appoint students to serve on Districtwide committees. The College and District leadership will facilitate student participation on District committees.

4. In recognition that students who participate will often have to choose between work or study activities, often to the detriment of their academic advancement or financial situation, part of the facilitation process may include incentives in the forms of student scholarships, priority registration, or stipends.

IV.A.2.b. **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

DESCRIPTIVE SUMMARY

District Reliance upon Faculty for Curriculum, Student Learning Programs, and Services

As noted in IV.A.2.a, the SOCCCD Board of Trustees' response to (Title 5) §53200-53205 was the adoption of Board Policy 2100.1, which delineates the scope of the Academic Senate:

Academic and professional matters upon which the Board of Trustees will rely primarily upon the advice and counsel of the Academic Senate 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.

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 Senate 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 [4.6].

Board Policy 6100, Curriculum, harmonizes with the scope of Board Policy 2100:

Pursuant to BP-2100.1, the Board shall rely primarily upon the advice of the Academic Senates 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, Sections 55100(b) and 55160.

The Academic Senates, in consultation with the curriculum committees, shall regularly monitor college curriculum to assure that it is current and appropriate pursuant to the Program and Course Approval Handbook published by the Chancellor's Office of the California Community Colleges and job market and other related information for vocational and occupational programs. The Academic Senates shall report to the Board of Trustees annually in February on the currency and appropriateness of curriculum for each program and course under review.

The designated College administrator charged with forwarding curriculum to the Chancellor and Board of Trustees is the College President. BP 6100 sets forth the following roles and responsibilities:

• All programs and courses approved by the Academic Senate shall be forwarded to the College President for review. The President shall forward the approved programs and courses and recommendations for program deletions to the Chancellor for his/her review and to the Board of Trustees for its review and final approval.

• The Colleges shall not offer programs and courses that fail to meet the curriculum standards in the Program and Course Approval Handbook, relevant state laws and regulations, and accreditation standards. If such a failure occurs, the College President shall direct the appropriate faculty to immediately conduct and complete curriculum review and bring the programs and courses into compliance [4.7].

In addition to the aforementioned, Board Policy 6110, Articulation of Courses and Programs (revised November 11, 2005,) ensures that the articulation of courses shall be developed and maintained in accordance with Education Code, CCR Title 5 regulations and the Academic Senate:

The articulation of individual courses and programs of instruction shall be developed and maintained under the direction of the South Orange County Community College District Board of Trustees in accordance with Title 5, California Code of Regulations, the California Education Code, and SOCCCD Board Policy 2100.1, Delegation of Authority to the Academic Senate. At a minimum, the articulation of courses and programs shall be developed and

maintained with the following [Calif. Ed. Code, Sections 66700, 70901, 78016, 70902; Calif. Code of Regulations, Section 51022(b)]:

College Reliance upon Faculty for Curriculum, Student Learning Programs and Services

At the College level, the Curriculum Committee is a standing committee of the Academic Senate. This Committee is responsible for recommending approval for both credit and noncredit courses on the basis of such standards as grading policy, units, prerequisites, academic rigor, course content, course objectives, repeatability, assignments, instruction methodology, and methods of evaluation. Its bylaws and procedures are developed, approved, and maintained by the Academic Senate. The following excerpts from the Curriculum Committee bylaws (revised February 2009) delineate the roles and responsibilities for faculty and administration on matters of curricula:

General Responsibilities for Development, Review and Approval of Curriculum [4.8]

2.1 Curriculum Committee

It shall be the responsibility of the Saddleback College Curriculum Committee, as referenced in Title 5, sec. 55002(a)(1), to develop all policies and procedures which affect the development and approval of curriculum at Saddleback College and to recommend approval of such policies and procedures to the Academic Senate.

It shall be the responsibility of the Curriculum Committee to implement such policies and procedures.

The Curriculum Committee shall be responsible for review, renewal, and approval of all curricula programs.

2.2 Saddleback College Academic Senate

It shall be the responsibility of the Saddleback College Academic Senate to nominate and approve the Chair of the Curriculum Committee.

The process for nomination and approval of all faculty members serving on the Curriculum Committee shall be made by the Academic Senate [4.8].

The Academic Senate may refer policy and curriculum decisions back to the Curriculum Committee for reconsideration, or for provision of rationale or minority reports ….

2.3 College President

All programs and courses approved by the Academic Senate shall be forwarded to the College President for review .… [4.9]

2.4 District Administration/Board of Trustees

Pursuant to BP 6100 and 2100.1 the Board shall rely primarily upon the advice of the Academic Senate regarding appropriate action for curriculum.

3. Curriculum Committee Guidelines and Bylaws

3.1 Responsibilities of the Curriculum Committee are to review, recommend, and forward to the Academic Senate for approval of the following:

a. Policies, procedures and standards to be applied in the development, approval and review of the college curriculum.

b. All curriculum proposals.

c. Prerequisites, co-requisites, limitations, and recommended preparations.

d. Distance Education (TMI) Courses.

e. All new program proposals.

f. Graduation requirements, including general education and major requirements and recommend changes.

g. Articulated general education patterns and transfer policies.

h. Curriculum Committee Procedures.

SELF EVALUATION AND RECOMMENDATION

The District and College in policy and practice rely on the faculty to provide expertise for student learning programs and services. The faculty, through the Academic Senate, ensures the integrity of the College curricula.

PLANNING AGENDA

None.

IV.A.3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

DESCRIPTIVE SUMMARY

In the 2008 progress report the College documented that beginning in 2005 College leadership 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. Diligence was essential in sustaining the effort needed to reconstitute 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.

SOCCCD Policies Ensuring Effective Participation

The College is required to develop practices that ensure effective participation of each affected constituent group and also comply with State mandates. The following documentation shows how the acknowledged role of constituent groups identified in California Education Code, California Code of Regulation (CCR) Title 5, harmonizes with 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 policies and regulations ensuring that 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.
- Ensure the right to participate effectively in District and College governance.
- Ensure the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards [4.10].

Three Board Policies have been adopted that provide for the participation of the faculty, all management and nonmanagement classified employees of the District, and students.

Academic Senate

Board Policy 2100.1, Role and Scope of Authority of the Academic Senate (revised July 2004), 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....

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 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 [CCR §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, members of 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 [4.11]. The opinions and recommendation of the Classified Senates of the District will be given every reasonable consideration [4.12].

- The Board of Trustees shall not take action on matters significantly affecting staff until it 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 that have been determined by the Board of Trustees to significantly affect staff, the appointment of a 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, each 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.

For the purposes of this policy, classified managers and confidential and bargaining unit positions are defined as "staff." The policy also provides for participation of classified managers, but in practice appointment of managers to committees has been made by senior administration.

Associated Student Government

Board Policy 5627, Student Participation in Governance, 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 [4.13]. 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 [4.14].

- 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.

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 campuswide allocation requests that provide essential financial assistance for many student activities.

Implementation of Effective Participation and Meaningful Collaboration

Consensus is the primary decision style of the College and the 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.

SELF EVALUATION

The College and the District decision-making processes involve all constituent groups working in a meaningful and collaborative manner. For governance committee members, conflict is a natural part of the decision-making process. Effective collaboration requires participants to be tactful, understanding, and professional. Working through normal disagreements and disappointments, the College's constituent group advocates have learned to rely on the process and the dialogue and to accept group decisions.

As a result, Saddleback College constituent groups have worked hard toward building a climate of trust, respect, and openness, as shown in its ability to build and sustain the collaborative governance structure. All constituent groups have been willing to take risks with their own beliefs and practices and to honor the expertise of others. This mutual respect makes open dialogue possible.

Saddleback College faculty, staff, and administrators work diligently to generate collaborative, collegial, and effective participation in all constituent groups in the decision-making process. The efforts of faculty, staff, and administrators on numerous College and District committees demonstrate an ongoing commitment to effective participatory governance.

PLANNING AGENDA

None.

IV.A.4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

DESCRIPTIVE SUMMARY

The College takes seriously the recommendations of the Accrediting Commission. A review of the College Web site demonstrates the time and commitment the College made in response to the 2004 Accrediting Commission team visit. In 2005 and 2006 the College submitted required progress reports and hosted a team visit. In 2007 the College prepared a Midterm Report and again hosted a visit.

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 [the visiting team] 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.

A final progress report was required in 2008. The Commission accepted this report and continued the full accreditation of the College without the stipulation of an additional report or visit. When this report was being prepared, it was noted that in order to fully address the recommendations of the Commission, all representative groups would need to work collegially to address areas of concern. 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 by 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.

This collaboration was so successful that when the current Self Study teams were created, each standard included a District representative, and a Board representative was added to the Standard IV team. Representatives of the District and of the Board of Trustees have participated in WASC-sponsored workshops for writing the Self Study. All participants have felt free to participate in honest and open discussions.

When College administration recently became aware of a possible requirement for a Request for Substantive Change submission to the ACCJC, the College quickly submitted an inquiry. In the course of preparing for the Self Study, the College inquired and received notification that it was indeed required to submit this document, which was expeditiously prepared.

SELF EVALUATION

Saddleback College has been proactive in its efforts to meet the requirements of the Western Association of Schools and Colleges. The College has complied with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure. The College moved expeditiously to respond to recommendations made by the Commission by preparing required reports and team visits. When required, the College prepared and submitted substantive change notifications in a timely manner.

PLANNING AGENDA

None.

IV.A.5. **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

DESCRIPTIVE SUMMARY

College-Level Implementation of Effective Participation and Meaningful Collaboration

In December 2008 the College began preparations for developing the 2010-2013 Strategic Plan. As part of the development process, the roles and responsibilities of each Strategic Planning Group were revised. For a complete description of the evaluation process the College undertook to maintain the integrity of decision-making processes and effective participation for each constituent group, see Standard I.B.1.

As documented in Standard I.B.1, the Consultation Council (CC) is recognized as the cornerstone 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 the Council's responsibilities.

CC members exert every effort to reach agreement on all recommendations. Extensive time is allotted to the process of data gathering and information exchange. CC reviews campus decisions that concern Strategic Planning and forwards its reviews to the College President, who renders the final determination on implementation. Respect for the unique roles of each constituent group is vital to the successful operation of the CC.

Providing Faculty with Opportunities for Effective Participation

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 specified object categories." The 2008 Accreditation Task Force undertook a study to provide reassigned time for faculty to effectively participate in College and District governance.

The Task Force concluded that the 2% rule for reassigned time and/or stipends was approved at a time when the Board of Trustees was more involved in the day-to-day operations of the College and was a remnant of Board micromanagement. The Task Force recommended the limit on reassigned time and stipends be set aside or revisited.

In May 2009 the SOCCCD Board of Trustees adopted Board Policy 4073, Faculty Reassigned Time and Stipends [4.15]. The policy defines reassigned time and stipends, provides a mechanism for gaining approval from the governing board, allows for accountability and limitations, and provides exclusions for specific nonrecurring assignments. An excerpt from the policy is given below:

    I.   REASSIGNED TIME

          Reassigned time is part of a faculty load that is subtracted from the faculty's primary assignment to create time for leadership functions. When coordination of a program or engaging in effective college or District participation requires significant amounts of time in addition to the faculty member's primary assignment, the President of the college may recommend reassigned time for the faculty leader to the Chancellor.

    II.   STIPENDS

          A stipend is a monetary payment to faculty that does not result in a reduction in a faculty's primary assignment. When a college president determines that program coordination or effective participation warrants compensation, a stipend may be paid to the faculty member following recommendation to the Chancellor and approval by the Board of Trustees.

    V.   LIMITATIONS

          The Board of Trustees may establish limitations on the total expenditures for reassigned time and stipends as a part of the budget approval process.

    VI.   EXCLUSIONS

          The Board of Trustees may exclude some stipend and reassigned time expenditures from a college's limitation or establish separate limitations for them.... Stipends and reassigned time for non-reoccurring assignments would be excluded from college specific calculations, by recommendation of the President and approval of the Chancellor.

Specific guidelines for the implementation of the policy are provided in the accompanying Administrative Regulation [4.16], which encourages the College to increase opportunities for faculty to effectively participate:

          The colleges and ATEP shall limit their annual expenditures for reassigned time and stipends to 2.7% of the college or ATEP General Fund budget for object account categories 1100, 1200, 1300 and 1400.

          Reassigned time and stipends for the following uses will be excluded from the calculation:

a. Required by faculty association contract

b. Required by the state for certain college programs

c. Funded with grants or categorical monies, or unrestricted funds used for a required match

d. Necessary for district faculty to provide service to state-wide community college organizations

e. Necessary for accreditation

f.   Nonrecurring assignments necessary for the efficient operation of the college or ATEP

SELF EVALUATION

The College and the District continue to engage in an ongoing self-reflective dialogue to assess the integrity of providing for effective participation of College employees. Using established governance processes, both institutions have been able to openly evaluate and revise decision-making structures to ensure that constituent group leadership has an opportunity to effectively participate.

PLANNING AGENDA

None.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.   **The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

DESCRIPTIVE SUMMARY

As previously mentioned in VI.A.1, 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.

Roles and Responsibilities of the Trustees

California Education Code, Division 7 E.C. §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 [4.17].

California Education Code, Division 7 E.C. §70902, continues:

The governing board shall do all of the following:

- 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 [4.18].

- Establish policies for and approve credit courses of instruction and educational programs [4.19].

- Establish academic standards, probation, dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors [4.20].

- 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 [4.21].

- 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 [4.22].

- Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law [4.23].

- 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 [4.24].

- Establish rules and regulations governing student conduct [4.25].

- Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law [4.26].

- In its discretion, receive and administer gifts, grants, and scholarships [4.27].

- Provide auxiliary services as deemed necessary to achieve the purposes of the community college [4.28].

- Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe [4.29].

- Hold and convey property for the use and benefit of the district. The governing board may acquire, by eminent domain, any property necessary to carry out the powers or functions of the district [4.30].

Board Policy 112, Duties and Responsibilities of the Board of Trustees (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.

Board policies are available to all District employees and to the public. Corresponding administrative regulations are available to all employees on MySite. New Board policies, updates, and revisions are acted upon at most monthly board meetings. On the bottom of each board policy is a notation of the policy history, when it was adopted, and when it was revised (if applicable). A more-detailed description of the process is provided in the response to IV.B.1.e.

The Board annually reviews and approves the Mission Statements of the Colleges and of the Advanced Education Technology Park (ATEP). They also review, discuss, provide input into, and approve the Districtwide vision, mission and goals. The process has evolved each year since 2004-2005, as evidenced by a reading of Board agenda items. For the past three years, the Board has followed the same time line of setting its mission and goals. The mission and goals are brought for review and study in May and are approved in June. The process for the creation of the vision, mission and Districtwide goals has also evolved to include input from all constituent groups.

The Board also conveys the importance of the quality, integrity, and effectiveness of student learning programs and services of the institution through employee recognition at Board meetings. The Board presents Board resolutions, acknowledges employee contributions during oral reports, and acknowledges employee work when discussing agenda items.

The policy for conducting the search for and selection of the Chancellor, Board Policy 4011.6, Employment Procedures for the Chancellor, was adopted on July 24, 2006. The current

Chancellor has been in the position since February 2002. A more-detailed description of the evaluation of the Chancellor is provided in response to IV.B.1.j.

Board policies on the District Web site are available to employees and the public at:

http://www.socccd.org/about/about_boardpolicy.asp

ADDITIONAL DATA

6/22/04   Board Agenda Item 25: 2004-2005 Proposed District Goals

11/14/05   Board Agenda Item 27: 2005-2007 Board of Trustees' Goals

11/14/05   Board Agenda Item 28: 2005-2007 District Goals

11/14/05   Board Agenda Item 29: 2005-2006 Proposed District Vision/Mission/Approach/Commitment Statements

11/14/05   Board Meeting Minutes Page 2 for Items 27-29

1/16/07   Board Agenda Item 5.7: Effectiveness of Board Agendas and Meetings

1/16/07   Board Meeting Minutes Page 2 for Item 5.7

6/25/07   Board Agenda Item 5.1: District Mission and Vision Statements and District-wide Goals for 2007-2008

6/24/08   Board Agenda Item 6.1: District Mission and Vision Statements and District-wide Goals for 2008-2009

5/26/09   Board Agenda Item 6.5: District Mission and Vision Statements and District-Wide Goals for 2009-2010

Saddleback College Institutional Effectiveness Annual Report 2006-07

http://socccd.edu/technologyandlearning/documents/Institutional_Effectiveness_
      Report_2006-07_Saddleback_000.pdf

Saddleback College Institutional Effectiveness Annual Report 2007-08

http://socccd.edu/technologyandlearning/documents/
      InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf

Board meeting highlights: http://socccd.edu/about/about_board_meeting.html

IV.B.1.a.   **The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

DESCRIPTIVE SUMMARY

Trustees are elected at-large by registered voters throughout the District [4.31]. Each governing Board member qualifies for candidacy by having legal residence within one of seven different trustee areas [4.32]. The boundary map is posted on the District Web site and is available in District offices [4.33].

Each Trustee files an annual Conflict of Interest form (California Form 700, Statement of Economic Interests). A Conflict of Interest policy (BP 154) was adopted by the Board on August 27, 2007, and a corresponding conflict-of-interest administrative regulation (AR 154) was implemented on June 14, 2007 [4.34] [4.35]. The regional map of the seven areas available on the District Web site features a rollover that allows the viewer to hover over the area and click on the photo to be linked to the Trustee's corresponding biography.

As required by law, meeting notices and agenda outlines are posted on the two campuses as well as ATEP. In addition, this material is also posted on the District Web site. The complete Board agenda has been available online prior to the meeting for the public for more than two years. Streaming videos of Board meetings are available online within three business days of the meeting. A "jump to" feature allows a visitor to click on a specific agenda item or section of the meeting. Meetings are broadcast to Cox cable viewers each month on Saddleback College's television station (Channel 39) and on Irvine Valley College's station (Channel 33).

As stated on the District Web site, "The Board of Trustees welcomes open discussion and provides opportunities for members of the staff and public to address the Board." Guidelines about preparation and the process for public presentations are presented on the Web site [4.36]. As described in Board Policy 128, Agendas, and Board Policy 130, Public Participation at Board Meetings, there are four types of opportunities for the public to provide input to the Board:

1. During the public comments section at the beginning of the meeting.
2. When each individual agenda item is under consideration.
3. When placing an item on the agenda.
4. When submitting written correspondence.

The Board also demonstrates that it reflects the public interest by participating with the other three Orange County community college districts in the Orange County Community Colleges Legislative Task Force [4.37]. According to the Task Force Web site: "The mission of the Orange County Legislative Task Force is to educate and inform elected representatives regarding community college issues and how they affect the four districts in Orange County. The Task Force concentrates its efforts on local representatives; and, when necessary, the Governor, Secretary of Education, and the California Community College Board of Governors."

When requested, SOCCCD Trustees engage directly with other established community organizations to advocate for the institution. The Board annually appoints Trustees to participate in the following organizations:

1. Committee on School District Organization
2. Orange County School Board Association
3. Orange County Community College Trustees Association
4. Orange County Transportation Authority

District Web site, Government Relations: http://socccd.edu/publicaffairs/pa_govrel.html

SELF EVALUATION

The SOCCCD and its governing Board meet the requirements established by law for the method of electing trustees and notification of public meetings. Additionally, the community has many methods of observing the Board, reviewing its actions, and presenting opinions directly to the Board.

The governing Board is appropriately representative of the public at large. The tenure of the seven members of the Board of Trustees, all of whom have been elected to multiple terms in office, is listed below (the year listed is the first year of each Trustee's term of office):

Trustee Lang	1996	(Area 1 of 7)
Trustee Wagner	1998	(Area 2 of 7)
Trustee Jay	2004	(Area 3 of 7)
Trustee Padberg	1998	(Area 4 of 7)
Trustee Milchiker	1985	(Area 5 of 7)
Trustee Fuentes	2000	(Area 6 of 7)
Trustee Williams	1992	(Area 7 of 7)

PLANNING AGENDA

None.

ADDITIONAL DATA

District Web Site, Government Relations: http://socccd.edu/publicaffairs/pa_govrel.html

IV.B.1.b. **The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

DESCRIPTIVE SUMMARY

The District Mission Statement is reviewed yearly by the College and the District office. The overarching themes of each Mission Statement are student success, community engagement, and fiscal responsibility. In order to provide continuity in the budget development process and funds allocation, the Board has adopted ten guidelines used in annual planning.

The Board-adopted District mission is:

> To provide a dynamic learning environment and diverse opportunities fostering student success and contributing to the community.

Board Policy 2120, Institutional Planning, sets forth the expectation for planning by the Colleges, by the Advanced Education Technology Park (ATEP), and by District Services to achieve the mission and reinforces that the planning be supported by institutional effectiveness research to ensure student success through the delivery of high-quality educational programs and services. All eight of the 2009-2010 goals outline the Board's expectations for planning, and three

specifically focus on the development of plans that address capital and scheduled maintenance needs, emergency preparedness, and administrative efficiency.

The Board's expectation for quality, integrity, and improvement of student learning programs and services is reflected in each of the eight District goals but specifically in the four goals that address the completion of the Student Information System, environmental sustainability, online programs, and assessment of community needs.

The Board has adopted policies to convey the expectation for fiscal planning, reserves, contingencies, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure ongoing effective operations. Those specific policies are Board Policy 3100, Budget Preparation; Board Policy 3101, Budget Management; Board Policy 3101.5, Fiscal Management; and Board Policy 3102, Investment Policy.

SELF EVALUATION

Despite the adoption of numerous Board policies designed to ensure fiscal responsibility, there are still specific Board processes and philosophies used for allocating funds that are not established in policy. For example, the Board philosophy and the accompanying ten guidelines, published in the 2009-2010 Final Budget report, have been used for developing the annual budget since 2006 but are not aligned with an accompanying policy or administrative regulation [4.38].

These ten guiding principles have a significant impact upon the College's ability to enhance the resources necessary to support learning programs and services. The Board policies related to budget development and budget philosophy of the accompanying 10 guiding principles do not reference the Mission Statements of the District or of Saddleback College. The published Board philosophy for budget development is:

The Board of Trustees shall support and follow fiscal policies that:

1. Ensure wise and prudent use of public resources

2. Promote financial strength and stability

3. Maximize educational opportunities for students [4.39].

Board Policy 3100 reads:

Each year, the Chancellor shall direct the staff in the methods of budget development and present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual.... Budget development shall meet the following criteria:

• The annual budget shall support the District's educational master plans.

• Assumptions upon which the budget is based are presented to the Board for review.

• Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.

- A schedule is provided to the Board by the December Board Organization meeting of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.

- Unrestricted general reserves shall be no less than 7.5%.

- Budget projections address long term goals and commitments.

The language of the aforementioned policy clearly demonstrates that a thoughtful approach was used to ensure that Board actions adhere to State law and regulation. However, there is no reference to any integration in the documentation of the budget development process, Board philosophy, the ten guiding principles, and Mission Statements. This may reflect an individualized approach to each project/document, rather than an integrated strategy of budget development that is guided by the missions of the District and the Colleges.

At present, there is no Board policy that clearly states in one place the Board expectations for quality, integrity, and ongoing improvement of student learning programs and services through the Mission Statement or Strategic Planning. The document that comes closest to referencing the District expectation is Board Policy 8000, Speech and Advocacy, Section I, Facility Use, which reads:

> The District desires to provide the best available curriculum and facilities in order to encourage its students to matriculate, study, graduate, obtain a place of employment, or go on to obtain a further degree. This policy is designed to encourage students who want to attend class and study in a peaceful and quiet setting to do so without substantial disruption. Maintenance of an atmosphere conducive to learning on campus in order to further the education process is essential to the District, its students, faculty, and staff.

PLANNING AGENDA

1. Consideration will be given for a policy to be amended or created in the 100 Series (Board of Trustees) that would clearly state the Board expectations for quality, integrity, and ongoing improvement of student learning programs and services as they relate to the Mission Statement.

2. The third philosophy statement, found in the 2009 final budget, will be revised to explicitly reference the District Mission Statement.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY

Legal authority for the Board of Trustees to operate on behalf of the South Orange County Community College District is granted by California Education Code, Title 5, of the California Administrative Code and the Rules and Regulations of the Board of Governors of the California Community Colleges. The Board of Trustees is the ultimate arbiter regarding issues of educational quality, legal matters, and financial integrity. The policies and administrative

regulations related to budget and investments affirm the Board's expectations for fiscal planning, reserves, contingencies, expenditure changes, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure adequate resources [4.40].

BP 112, Duties and Responsibilities of the Board of Trustees, specifically indicates that the Board is committed to assure educational and facilities plans; assure fiscal health and stability; monitor institutional effectiveness and educational quality; advocate for and protect the District; and establish policies that implement the District mission and goals, and set prudent, ethical and legal standards for College operations [4.41].

The Board of Trustees has ultimate responsibility and its actions are final. However, the Board recognizes that those closest to the problem or issue are often those with the best information. Consequently, the Board encourages input and generally bases its decisions on policy. Primarily, the Board relies upon recommendations from the Chancellor, who, in turn, receives and considers input and recommendations from the Chancellor's Executive Team (CET), which consists of the College Presidents, the Deputy Chancellor and Vice Chancellors, the ATEP Provost, and the District Director of Public Affairs. The Board prefers written reports but will provide time (approximately two minutes) for the information and updates of constituent groups such as the Academic and Classified Senates, the Faculty Association, CSEA, and POA at the conclusion of all Trustee meetings. The Student Trustee represents the students' voice.

SELF EVALUATION

The Trustees meet and/or exceed the requirements established through Government Code, California Education Code (E.C.), and the California Code of Regulations (CCR) Title 5. The Board, through Board Policy 2100, delegates the chancellor to provide high-quality, accurate information to the Board for review prior to making decisions [4.42]. The Chancellor, as Board designee, is in daily dialogue with selected Trustees and relies upon their input regarding the proper administration of the District. The Trustees should continue to use the currently established processes to review, revise, and adopt Board policies as necessary to remain compliant with new laws and regulations that effect the proper administration of the District.

PLANNING AGENDA

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board Policies, 100 Series, all pertain to the Board of Trustees and are comprehensive in scope in specifying the Board's size, responsibilities, structure, and operating procedures [4.43]. The vast majority of policies refer to the corresponding Education Code, Government Code, Title 5, Penal Code, or WASC/ACCJC Standards. All Board Policies are available to the public on the District Web site and to employees on MySite.

SELF EVALUATION

The implementation of Board Policy 107, Board Policy and Administrative Regulation, and its accompanying Administrative Regulation 107, Development of Board Policy and Administrative Regulation, reflect an ongoing commitment to the process by the Board and all constituent groups. The process that created this dialogue should be sustained. The Trustees should continue to review, revise, and adopt Board policy as necessary to remain compliant with new laws and regulations that affect the proper governance of the District.

PLANNING AGENDA

None.

IV.B.1.e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

The Board of Trustees regularly evaluates its policies and practices and revises them as necessary. In April 2006 the Board of Trustees adopted Board Policy 107, which outlines the overall process for developing Board policies:

> The Board of Trustees will periodically review board policies. The Chancellor shall assist the Board of Trustees in the formation and revision of all board policies … 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. The Chancellor shall receive recommendations for policy and/or administrative regulation development or revision from the Academic and Classified Senates, Associated Student organizations as well as the various bargaining units, in addition to other segments of the administration.

The accompanying Administrative Regulation 107 provides the system for developing and revising Board policy and administrative regulations. AR 107 was adopted on April 24, 2006.

Prior to 2008 the process had been that policies were submitted to the Board of Trustees for review and study for a period of one month prior to adoption. At the February 20, 2008, Board of Trustees' regularly scheduled meeting, the Board requested that the following processing be implemented: month one: review and study; month two: discussion/adoption; month three: adoption.

Over the past two years the Trustees have sought to create opportunities to interface more directly with members of the College community. These efforts have helped to raise the level of understanding for the actions of the Board, and overall the responses within the employee survey reinforce this shift of opinion.

In the 2009 Employee Survey, 45 percent of the full-time faculty and 25 percent of the permanent classified staff who responded disagreed that the Board of Trustees gave governance groups opportunity and sufficient time to provide input on Districtwide decisions [4.44]. On a follow-up question as to whether the Trustees act in a manner consistent with the Board policies, 14 percent of all full-time faculty agreed, while 25 percent of all respondents agreed [4.45].

SELF EVALUATION

There is a difference of perception between management, on the one hand, and faculty and staff, on the other, in regard to Board decisions. The administrators consistently gave the trustees higher marks than the faculty or staff for every question. Written comments within the section of the survey focused upon the board indicate a lingering apprehension of board decision-making processes and perceived disregard towards the opinions and information offered by district employees outside of the management strata.

This perception may be caused for two reasons:

1. The management team, acting in their capacity as administrators, interacts more frequently with Trustees and is often called upon to respond to Board questions prior to a final decision being announced. This opportunity for dialogue exchange and the ability to directly provide information to the Trustees gives administrators confidence in the actions taken by the Board.

2. Due to the inconsistencies mentioned earlier in IVB.1.b relative to budget preparation, the Board's practice in allocating funds does not align with its published principles. An excerpt from the aforementioned ten guiding principles lists the following:

Guiding Principle #7 Basic Aid

While the District is a basic aid district:

a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.

b. Excess revenue above apportionment shall be allocated at the college or district level for one-time purposes, such as to cover some of the unfunded obligation for the retiree benefit plans.

c. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries [4.46].

A deviation from this guiding principle is the allocation of Basic Aid receipts for the Advanced Education Technology Park (ATEP). More than $13 million has been allocated to this site for its operational budget and staffing allowances [4.47]. Approval of Basic Aid funds for regular ongoing expenditures to ATEP is incongruous with the Board's philosophy and the aforementioned guiding principle and has bred frustration at the College. The widespread perception is that Trustees apply one set of funding rules to Saddleback College while other sites receive preferential treatment outside the established guidelines.

PLANNING AGENDA

1. The Board will consider creating additional avenues for the free exchange of information with those who are closest to working with our students.

2. The Board will examine if it is time to revise and align Guiding Principle #7 pertaining to Basic Aid so that this budget-related guiding principle will reflect current Board practice.

3. The Board will adopt the policy, currently in development, that delineates the process for allocating Basic Aid resources.

IV.B.1.f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

DESCRIPTIVE SUMMARY

At the April 24, 2006, Board meeting, Trustees discussed professional development and recommendations, some of which are reflected in Board Policy 109, Board Education [4.48]. This policy states:

> The Board of Trustees is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.

> I. RESPONSIBILITY

> It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, and leadership.

Trustees are encouraged to participate in at least one conference each year and are sent weekly updates of possible conferences. Prior to attending a conference, a governing board member will submit a request. The request appears for action (approve or disapprove) on the monthly board meeting agenda and is voted on by all Trustees. Trustees often share written information with the Chancellor and the Chancellor's Executive Team, and provide brief reports during the oral reports section of the board meetings.

On November 24, 2008, the SOCCCD hosted an ethics training seminar for all Orange County community college trustees and key administrators. Four Trustees and the Chancellor participated in the session facilitated by attorneys from the firm of Atkinson, Andelson, Loya, Rudd & Romo (see IV.B.1.h).

Trustees have participated repeatedly in the Sacramento legislative conferences of the California League for Community Colleges (CCLC). They have participated in the CCLC annual conferences with trustees from other colleges. In Spring 2009 the Chancellor, with selected faculty and staff from Saddleback, IVC, and ATEP, joined three Trustees in a site visit to Ohlone College to learn about the programs and sustainable design of their new Newark Center. Other trustees participated in a site visit with the Chancellor and the ATEP Provost to technical colleges in other states to research ideas for ATEP.

Even though Board Policy 109, Board Education, does not require Trustees to learn about accreditation standards and expectations, a public meeting was facilitated by the Board President in April 2007 during which the sole topic of discussion between the Board and all constituent groups was the recommendation made by the ACCJC visiting accreditation team. All accreditation progress reports are submitted to the Board for review and comment. Trustee

David B. Lang served on the 2008 Saddleback College Accreditation Progress Report Task Force and is serving on the Standard IV Self Study committee.

Pursuant to Education Code 5000 (et seq.), the mechanism for providing for continuity of Board membership and staggered terms of office is outlined in Board Policy 106, Board Elections:

> The term of office of each trustee shall be four years, commencing on the first Friday of December following the election. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Trustees shall be elected at large throughout the district but have legal residence within one of the seven (7) trustee areas (trustee area boundary map is available at the District Office) [4.49].

If a governing board member is unable to complete a term of office, Board Policy 108, Vacancies of the Board [4.50], and its accompanying Administrative Regulation 108 [4.51], are implemented to lawfully provide for the continuity of Board membership.

The current Board has been serving together since 2004, and therefore no new member orientation has occurred during the Self Study period. The Board self evaluation also serves as a method of addressing board development.

ADDITIONAL DATA

ACCLC Trustee Handbook

SELF EVALUATION AND RECOMMENDATION

The Trustees balance the need for Board development with the desire to not overspend public funds.

PLANNING AGENDA

The Trustees will consider amending Board Policy 109, Board Education, to address a need for training in accreditation standards and expectations.

ADDITIONAL DATA

ACCLC Trustee Handbook

IV.B.1.g.   The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

Board Policy 172, Board Self Evaluation, was adopted on August 27, 2007. The Board leadership (composed of the President, Vice President, and Clerk) and the Chancellor determine the process to be used. The Board self evaluation occurs at the same time as the evaluation of the Chancellor.

The most recent self evaluation occurred on May 20, 2009. A consultant conducted individual interviews with Trustees, the Chancellor, and members of the Chancellor's Executive Team.

Every member of the board including the student trustee has the opportunity to participate in the evaluation process. Board members evaluated themselves over an exhaustive range of issues drawn principally from the *Trustee Handbook of the Community College League.* The assessment document served as the basis for discussion among the board, chancellor, and consultant.

The Chancellor submitted to the Board an update on the accomplishment of District goals. Following the closed-session evaluation of the Chancellor on May 20, 2009, an open session was reconvened, and the consultant facilitated the Board's self evaluation; discussion of goals, objectives and accomplishments; and goals for 2009-2010.

ADDITIONAL DATA

Board Policy 172, Board Self Evaluation

5/20/09 Notice of Special Meeting and 5/20/09 Special Meeting Agenda

SELF EVALUATION

The Trustees conduct an annual self evaluation in compliance with Board Policy during an open-session meeting. Because this session is held offsite as a special meeting, it does not encourage attendance, input, or accountability by interested constituencies. It is also not video-recorded, and the results of the evaluation are not published or reported for the public.

PLANNING AGENDA

The Board will review its self evaluation process and focus upon improving it and ensuring that it remains current and addresses issues facing boards of trustees throughout the state. The Board will widely disseminate the outcomes of the evaluation in a timely manner.

IV.B.1.h. **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

DESCRIPTIVE SUMMARY

Board Policy 1400, Code of Ethics for Members of the Board of Trustees, was first adopted in 1977 and was revised in 1988, 1999, and again in 2003 [4.52]. The SOCCCD hosted an ethics training seminar for all Orange County community college trustees and key administrators on November 24, 2008. Four trustees and the Chancellor participated in a session facilitated by attorneys from the firm of Atkinson, Andelson, Loya, Rudd & Romo. There is no written policy dealing with behavior that violates the code.

SELF EVALUATION

There is currently no stated process for dealing with Board behavior that violates the established code of ethics, nor has the Board experienced a need to have such a policy in place. It would be advantageous to develop a policy before the need for one arises.

The Board should discuss whether it would be appropriate to consult with legal counsel in order to develop recommendations that enhance existing policy to address this requirement. If there

is agreement to address topic, the Board should direct the Chancellor to follow the procedures outlined in Board Policy 107 [4.53] and Administrative Regulation 107 in creating a policy.

PLANNING AGENDA

None.

IV.B.1.i.   The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

All present Board members have experienced the accreditation process and the new standards, as can be seen from their years of service [4.54]. Through active involvement in the process at Saddleback College and at Irvine Valley College, Trustees have been trained in the accreditation process and in Commission standards. All current Trustees participated in the 2004 site visit and subsequent progress report visits by meeting with the visiting teams. Trustee Thomas A. Fuentes attended the ACCJC training session at IVC in Spring 2009. Trustee David B. Lang was appointed by the Trustees as their representative to the Standard IV Committee. He served as the Board's liaison throughout the Self Study process, reviewing the Standard as it was drafted, edited, and finalized.

Although Saddleback College was reaccredited in 2005, progress reports were requested of institutional responses to recommendations. The progress reports and reports on accreditation are well documented on the monthly Board agendas. The Board participated in two technical assistance visits in 2006, which were conducted to assist the Board, administration, faculty, and staff in responding to governance recommendations by the 2004 visiting team. Since the implementation of the 2002 ACCJC Accreditation Standards, the Board has adopted six policies that directly reference the Standards:

> BP 101, Mission (Standard I)
>
> BP 109, Board Education (Standard IV.B.1.f)
>
> BP 112, Duties and Responsibilities of the Board of Trustees (Standard IV.B.1.d)
>
> BP 148, Evaluation of Chancellor (Standard IV.B.1)
>
> BP 172, Board Self Evaluation (Standard IV.B.1.e and IV.B.1.g)
>
> BP 6120, Academic Freedom (Standard II.A.7a)

The Board has adopted policies that require that educational programs, courses, and library materials be compliant with relevant State laws and regulations and meet academic standards consistent with accreditation guidelines:

> BP 6100, Curriculum
>
> BP 6132, Selection of Library Materials

The Board recognizes the importance of faculty participation in accreditation processes and has established policies to strengthen their role:

> BP 2100.1, Delegation of Authority to the Academic Senate
>
> BP 4073, Faculty Reassigned Time

BP 4309, Duties and Responsibilities of the Faculty

BP 4310, Duties and Responsibilities of the Department/Academic Chair

Board Policy 4073, Faculty Reassigned Time, was adopted in May 2009. This policy and its accompanying Administrative Regulation 4073 [4.55] greatly assisted the College President and the Academic Senate leadership to engage faculty participation in accreditation processes without loss of service to other College programs.

The Trustees are knowledgeable of all the accreditation standards, including those that apply to the Board. The Board annually approves an agenda planning calendar and discussion topics that encompass accreditation standards, expectations for institutional improvements, and commitment to improving Student Learning Outcomes. The Board does not directly reference the ACCJC standards in the evaluation of its performance. However, as outlined in Board Policy 172, the Board regularly reviews it performance in regard to all its policies, several of which reference and require compliance with the ACCJC standards.

SELF EVALUATION AND RECOMMENDATION/PLANNING AGENDA

The 2009 Employee Survey provides evidence to support the College's assertions. Over 76 percent of respondents agree that the Board is informed of the accreditation process, 51 percent agree that Board actions indicate a commitment to the accreditation process, and 49 percent agree that the Board effectively participates in the Self Study planning efforts.

In the course of the last 12 years the role of the Board in the accreditation process has evolved from adversarial obstructionist to welcomed collaborative participant. As documented in several ACCJC site visits, this journey has not always been smooth. The turning point began when representatives of the College administration, the District administration, faculty leadership, and trustees came together to jointly develop the 2008 ACCJC Progress Report. The report included an evaluation of the Task Force's collaborative efforts:

> 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 by 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, ... dedication to the successful completion of a jointly developed document never wavered [4.56].

The successful work of 2008 Progress Report Task Force members clearly demonstrated that by setting aside differences and collaborating as equal joint-venture partners it was possible to work together for the good of the institution. Mutual misperceptions that have hindered institutional advancement for almost a decade have been clarified, resolved, or significantly dissipated through ongoing open dialogue. The College recommends that processes and dialogues initiated with the 2008 Task Force be sustained.

ADDITIONAL DATA

> 2006 Board Agenda Planning Calendar
>
> 2007 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
>
> 2008 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
>
> 2009 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
>
> 3/27/06 Agenda Item 27: Proposed Special Board Meeting to Continue Discussion of Accreditation issues at February 13, 2006, Special Meeting

IV.B.1.j. **The governing board has the responsibility for selecting and evaluating the district/ system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college.**

The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

As previously mentioned in IV.B.1, Board Policy 112 delineates the duties and responsibilities of the Board of Trustees as they relates to Trustees' interactions with the Chancellor:

- 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.

- Hire and evaluate the Chancellor.

Within the past three years the Board has adopted and/or revised three policies specific to the hiring of the Chancellor, administrators, and managers and to the evaluation of the Chancellor. In July 2007 the Board adopted Board Policy 4011.6, Employment Procedures for the Chancellor [4.57]. The development of this policy was in direct response to Recommendation 4 from the 2004 ACCJC site visit, which reads:

> 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…. Once revised, the implementation of these procedures should be delegated to the chancellor and the college presidents, and the direct involvement of the board should be limited to the appointment of the chancellor [Standards III.A.1, III.A.3] [4.58].

Oversight of this hiring process is delegated to the Chancellor or the Board designee. The Board is consulted if there is a concern for the integrity of the process, but the final determination is made by the Chancellor or the Board Designee whether the process should be suspended

pending resolution of a matter of interpretation or substantial violation of the hiring process. Section I: General Provisions (paragraph 7) provides the following:

> **7. Oversight**: Normally, the current, acting, or interim Chancellor will provide oversight of the hiring process. However, the Board may appoint an alternate designee … to insure avoidance of any conflict of interest…. It is the responsibility of the Chancellor or Board designee, to ensure the integrity of the hiring process established by this policy. If, in the judgment of the Chancellor or Board designee, the integrity of the process described herein has been substantially violated or abused, the Chancellor or Board designee may order that the process be suspended, pending determination of an appropriate action in consultation with the Office of the Human Resources and the Board President.

Direct involvement by the Board is reserved for second-level interviews. In order to select the successful candidate, the Board is provided with an unranked list of finalists by the Search Committee Chair. The policy provides the Board with the option to invite the Chancellor or the Board designee to participate in the interview. An additional provision allows for the Board to interview additional candidates from the first-level interview pool in the order of the next-highest Search Committee rankings. Section VIII: Second-level Interview (paragraph 10) details the process for the offer of employment:

> **10. Recommendation for Appointment:** Upon selection of the finalist by the Board of Trustees, the Chancellor or Board designee will submit the recommendation to the Office of Human Resources for the offer of employment and presentation to the Board for final approval.

Board Policy 4011, Employment Procedures for Administrators and Managers [4.59], is closely related in structure and process to Board Policy 4011.6. Originally adopted in January 2003 and revised for the second time in August 2009, this policy provides for a similar hiring process, with the specific difference that the College President or the Chancellor has oversight for the integrity of the process:

> **7. Oversight:** Normally, the Chancellor will provide oversight of the hiring process for District academic administrators, managers and the College Presidents. Similarly, the College President normally will provide oversight of the hiring process for respective college administrators and managers. However in any hiring process, the Chancellor or College President may appoint an alternate designee, as appropriate, to ensure avoidance of any conflict of interest. The Chancellor or College President, with the assistance of the OHR, oversees the implementation of the hiring process and the activities of the hiring committee as it exercise its duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy.

> The policy further stipulates that the site executive administrator selects the successful candidate, and through the Office of Human Resources the offer of employment is extended and the candidate's name forwarded to the Board for final approval. Section VII: Second Level Interview (paragraphs 2 and 10) reads:

2. Second-Level Interview: For District administrators, managers and College Presidents, the Chancellor will interview the finalists for the position. For college administrators or managers, the College President will interview finalists for the position.... [T]he final selection for District administrators, managers and college Presidents shall be the Chancellor's decision. Similarly, ultimately the final selection for college administrators or managers shall be the College President's decision.

10. Recommendation for Appointment: After the successful candidate has been selected and informed by the Chancellor (for district positions) or College President (for college positions), the Office of Human Resources will extend the offer of employment and present to the Board of Trustees for final approval.

The Board has used the hiring process described within Board Policy 4011 to hire multiple administrators and managers for Saddleback College:

1. College President (July 2008)
2. Director of Student Development (July 2008)
3. Assistant Dean of Student Services & Special Programs (Spring 2008)
4. Dean of Health Sciences and Human Services (July 2009)
5. Director of Planning Research and Grants (August 2009)
6. Dean of Fine Arts and Media Technology (May 2010)

The Board delegates authority to the Chancellor through Board Policy 2100, Delegation of Authority to the Chancellor [4.60]. Originally adopted in August 1982, it was last revised in November 2002. The language within the policy grants the Chancellor full authority and responsibility for the proper conduct of the business and educational programs of the District. Board Policy 3100 reinforces the authority of the Chancellor to conduct the business of the District:

> The South Orange County Community College District Board of Trustees delegates to the Chancellor or his/her 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.... The Chancellor has broad authority to monitor and coordinate the fiscal affairs of District-related auxiliary organizations [4.61].

> The delegation of authority makes it clear to all parties that the day-to-day operational decisions are vested in the Chancellor. The Chancellor communicates daily with the Board President and members of the Board regarding the institutional performance of the District and the Colleges.

In August 2007 the Board adopted Board Policy 148, Evaluation of the Chancellor [4.62]. The development and adoption of this policy were in direct response to Recommendation 4 from the 2004 ACCJC site visit [4.63]. At the annual organizational meetings the Board reviews and revises the processes and expectations for the Chancellor as to how provide information to the Trustees.

SELF EVALUATION

The Board of Trustees has acted in good faith to adopt policies, processes, and procedures for appropriate participation in the selection and evaluation of the Chancellor.

With the recent resignation of the Chancellor, the Board has an opportunity to implement Board Policy 4011.6 in the selection of a new Chancellor. Board members began the discussion to initiate the search processes at a regularly scheduled meeting on February 22, 2010. At that meeting they elected to designate the Vice Chancellor of Human Resources to provide oversight and ensure the integrity of the hiring process. On March 25, 2010, they voted to engage the service of a consulting firm to assist with the search process.

Currently, no clearly defined policy or administrative regulation exists for evaluating the College President that would be similar in scope to Board Policy 148. This does not mean that there is no evaluating mechanism in place to assess the job performance of President. The current policy does not include opportunity for the College to have input into the evaluation of the President.

The Board has delegated full authority to the Office of the Chancellor to administer Board policies without Board interference. Board members have created an appropriate role for the Trustees in the selection of a new President. The Trustees should continue to review, revise, and adopt Board policy as necessary to ensure the proper administration of the District through the selection and evaluation of a qualified individual.

PLANNING AGENDA

Trustees should consider expanding the current policy to require the Chancellor to establish formal input from the College constituency groups into the President's performance evaluation.

IV.B.2.   **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

IV.B.2.a.   **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

DESCRIPTIVE SUMMARY

Board Policy 2101, Delegation of Authority to the College President, reads:

> The President is the Chief Executive Officer of the college…. The President is responsible for implementing the college's strategic plan and district policies. The President's administrative organization shall be the established authority on campus and the College President is the final authority at the college level.

The recruitment brochure used in the 2008 hiring of the College President included the following duties:

- Enhance administrative teamwork through the principles of leadership, decision-making, and empowerment.

- Provide experience and leadership in the development and implementation of a sustainable master plan and strategic plan.

  o Based upon ongoing institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process, resource allocation, and the future development of technology and facilities planning.

The President also utilizes the College Strategic Plan [4.64] as the source document for decisions made throughout the campus by College leadership, faculty, and staff.

SELF EVALUATION

The College President has identified challenges in the current administrative staffing levels. Other California community colleges of similar and smaller size have more extensive management and staff infrastructure to support the instructional needs of their students and faculty and the operational needs of the colleges [4.65].

PLANNING AGENDA

A comprehensive study should be undertaken to evaluate the administrative workload and determine whether additional administrative positions are required to better support implementation of the College Strategic Plan and for the effective operation of the College.

IV.B.2.b.   **The president guides institutional improvement of the teaching and learning environment by the following:**

1) **Establishing a collegial process that sets values, goals, and priorities;**

2) **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

3) **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**

4) **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

1. The previous President restructured the Planning and Strategic Planning Process for the College. On August 1, 2008, a new President was appointed at Saddleback College. He maintained and strengthened the existing structures and processes that provided for effective participation of each constituency group and began a collegial dialogue to review and revise the College Strategic Planning Process. He used these venues in developing the 2010-2013 Strategic Plan, establishing the Consultation Council (CC), and reconstituting the College Planning and Budget Steering Committee (PBSC). Under the participatory governance structure, the College President chairs the Consultation Council. The CC serves as the primary Strategic Planning and recommending body to the College President [4.66].

The President communicates institutional values goals and directions in a variety of ways. He directs the Vice President for Instruction to attend each Academic Senate meeting on his behalf. When invited by the Academic and Classified Senates, the President attends their meetings as a guest. He regularly meets with presidents of all the constituency groups, as well as the management team. These meetings allow for a free exchange of ideas regarding the values, goals, and priorities for the College.

2. The President has worked to ensure that planning and evaluation rely on high-quality research and data through several processes. In 2009, using the consultative process, he accepted the recommendation of the governance group leadership and the CC to expand the College research office by hiring a Director of Planning, Research and Grants (OPRG). This position reports directly to the College President. The OPRG provides institutional data collecting and analysis on internal and external conditions that are used to support College planning and enhance institutional effectiveness and decision-making [4.67] [4.68]. The Director [4.69] also co-chairs the CBSC and serves on the Consultation Council. The input provided by the Director of the OPRG serves to reinforce that decisions are guided by institutional research, adhere to the Strategic Plan, and are consistent with the College's Vision, Mission, and Values [4.70].

3. Through several mechanisms the College President ensures that educational planning and distribution of resources is directly linked to student success and Student Learning Outcomes. He fostered the development and adoption of the revised strategic planning process that directly incorporates Program Reviews, Administrative Unit Reviews, SLOs, and AUOs. He chairs the Consultation Council, which is responsible for overseeing the development of the College's three-year strategic plan, the implementation of the strategic plan, and the distribution of resources.

The College President relies on the processes implemented by the Vice President for Instruction (VPI). The VPI, in collaboration with the deans, gathers data from the inFORM Data Warehouse. The data gathered are used to monitor enrollment trends and manage course offerings to ensure students meet their academic plans in a timely manner [4.71].

He has made institutional effectiveness, educational planning, Student Learning Outcomes, and continuous improvement priorities for the College. Throughout the first year of his presidency, he encouraged and guided the College leadership through a process that analyzed and revised the College organizational structure to modify the existing four Strategic Planning Groups to focus on efficiently fulfilling the mission of the institution [4.72].

4. The College President has approved recommended procedures to evaluate overall institutional planning and implementation efforts by putting several mechanisms into place. He fostered the reconstitution of the PBSC to ensure that research and data are being used in resource allocation. The recommendations of the PBSC feed into the CC for deliberation and a recommendation to the President for action.

He communicates the importance of a culture of evidence by ensuring that Program Reviews, Administrative Unit Reviews, Student Learning Outcomes, and Administrative Unit Outcomes

are the basis of Strategic Planning. These processes integrate the distribution and allocation of resources.

Collaborating with the Academic Senate, the College President supported and advocated for the appointment of a full-time faculty member to establish and lead the Educational Planning and Assessment Committee, which includes the Center for Instructional Design and Distance Education (CIDDE), and Program Review processes. Additionally, the College has a research specialist whose job description is to work exclusively on SLO assessments and Program Review data. These two positions work together to assist faculty, staff, and management in the assessment of SLO and AUO, creating data based reports for use in Program Review sand Administrative Unit Reviews.

SELF EVALUATION

In the 2009 Employee Survey, constituents were asked if the College President establishes a collegial process that sets values, goals, and priorities for the College. The survey examined different demographic components in the areas of employment status and primary work area.

What is your employee status? * The Saddleback College President works effectively with the communities served by the institution.

			.00	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
What is your employee status?	Administrator/Classified Leadership	Count	2	11	17	2	1	2	35
		% within What is your employee status?	5.7%	31.4%	48.6%	5.7%	2.9%	5.7%	100.0%
	Probationary/Permanent Classified Staff	Count	14	8	35	13	2	1	73
		% within What is your employee status?	19.2%	11.0%	47.9%	17.8%	2.7%	1.4%	100.0%
	Short-term/Temporary Classified Staff	Count	3	1	3	0	1	0	8
		% within What is your employee status?	37.5%	12.5%	37.5%	.0%	12.5%	.0%	100.0%
	Full-time Faculty	Count	19	13	46	10	0	0	88
		% within What is your employee status?	21.6%	14.8%	52.3%	11.4%	.0%	.0%	100.0%
	Part-time Faculty	Count	50	27	37	9	0	0	123
		% within What is your employee status?	40.7%	22.0%	30.1%	7.3%	.0%	.0%	100.0%
Total		Count	88	60	138	34	4	3	327
		% within What is your employee status?	26.9%	18.3%	42.2%	10.4%	1.2%	.9%	100.0%

Figure 4.1. Selected Responses to the 2009 Employee Survey.

The survey prompt was: "[The] College President works effectively with the communities served by the institution."

- 71% of responding Academic and Classified Managers agreed or strongly agreed with this statement.

- 59.5% of responding classified staff agreed or strongly agreed with this statement.

- 73% of responding full-time faculty agreed or strongly agreed with this statement.

The survey also asked constituents if the College President communicates the importance of focusing on student learning:

- 70% of responding Academic and Classified Managers agreed or strongly agreed with this statement.

- 64% of responding classified staff agreed or strongly agreed with this statement.
- 77 % of responding full-time faculty agreed or strongly agreed with this statement.

The College President has pursued establishment of a collegial process that is leading toward the institutionalization of a culture of planning and evidence. This focus has been welcomed and should remain a priority for the President in the future.

What is your employee status? * The Saddleback College President communicates the importance of focusing on student learning.				The Saddleback College President communicates the importance of focusing on student learning.					
			.00	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
What is your employee status?	Administrator/Classified Leadership	Count	0	13	12	6	2	2	35
		% within What is your employee status?	.0%	37.1%	34.3%	17.1%	5.7%	5.7%	100.0%
	Probationary/Permanent Classified Staff	Count	9	12	36	14	2	1	74
		% within What is your employee status?	12.2%	16.2%	48.6%	18.9%	2.7%	1.4%	100.0%
	Short-term/Temporary Classified Staff	Count	1	2	3	1	1	0	8
		% within What is your employee status?	12.5%	25.0%	37.5%	12.5%	12.5%	.0%	100.0%
	Full-time Faculty	Count	9	21	47	9	2	0	88
		% within What is your employee status?	10.2%	23.9%	53.4%	10.2%	2.3%	.0%	100.0%
	Part-time Faculty	Count	34	33	48	10	0	0	125
		% within What is your employee status?	27.2%	26.4%	38.4%	8.0%	.0%	.0%	100.0%
Total		Count	53	81	146	40	7	3	330
		% within What is your employee status?	16.1%	24.5%	44.2%	12.1%	2.1%	.9%	100.0%

Figure 4.2. Selected Responses to the 2009 Employee Survey.

PLANNING AGENDA

None.

IV.B.2.c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies**.

Board Policy 2101, Delegation of Authority to the College President, designates the President as the Chief Executive Officer of the College. The President is granted broad authority for developing and implementing the College's Strategic Plan, Board Policies, and resource allocations. The President's administrative organization is the established authority on campus, and the President is the final authority at the College level [4.73].

The Chancellor delegates authority to the College President for the following functions:

Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.

- Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.

- Provide leadership in the development and implementation of career technical education to meet the needs in the community.

- Provide leadership in the development and implementation of a comprehensive enrollment management plan.

- Develop and monitor the College budget and assume fiscal responsibility.

- Provide College employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.

- Propose strategies for selecting and retaining a diverse, high-quality, full-time faculty, staff, and administrators.

- Select and extend offers of employment for faculty, administrators, and classified positions for the College.

- Provide leadership and empower the administrative team.

- Provide leadership focusing on accountability and professional conduct.

- Assume a highly visible leadership role in the community and build strategic partnerships with corporate-, educational-, and community-based organizations.

- Develop and implement emergency preparedness plans.

- Provide a participatory governance process.

In carrying out the duties and responsibilities outlined above, the President consults with and relies upon the data, information, and perspectives provided by the College leadership and management team.

SELF EVALUATION

The College President fulfills his duty under this policy by providing leadership to the College processes that oversee planning, teaching, learning, and decision-making. He assures fiscal responsibility by monitoring the College budget and tying resource allocation to planning.

The College President stays current with statutes, regulations, and governing board policies through active involvement with professional associations, conferences, and discussion at the Chancellor's Executive Team weekly meetings. He encourages College leaders to be involved in professional organizations and to share information within the College committees. Adding to the President effectiveness are his well-established relationships with colleagues throughout the State and within the national network of college presidents, relationships that help to make him aware of current and emerging trends and their impact upon Saddleback College.

Through collaboration with each constituent group, the President assures the implementation of statutes, regulations, and governing board policies and, therefore, assures that institutional practices are consistent with institutional mission and policies.

PLANNING AGENDA

None.

IV.B.2.d.   The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The President effectively controls the College budget and College expenditures by relying on the data provided by the Director of Fiscal Services, the PBSC, and other committees that allocate resources. The Director reports to the College President and presents monthly expenditure simulations. The Director ensures that the allocation of funds is made through the College processes and that each expenditure category is linked to Program Review and Administrative Unit processes as integrated into the Strategic Planning Process. Saddleback College had established practices and processes that consistently produced balanced budgets. Healthy ending balances exceeding 8 percent of the total budget have allowed for College contingency and enrollment growth.

SELF EVALUATION AND RECOMMENDATION/FUTURE PLANNING

The College President has confidence in the Office of Fiscal Services. He is good at identifying strengths and weaknesses, capitalizing on strengths, and finding ways to ameliorate weaknesses. The morale of the Fiscal Services is high because the President is appreciative, supportive, and knowledgeable.

IV.B.2.e.   The president works and communicates effectively with the communities served by the institution.

The President works and communicates effectively with the communities served by the institution in a variety of ways through Student Outreach, Marketing, the College Foundation, and external relationships developed by academic programs. He has supported the expansion of outreach activities for incoming students.

OUTREACH TO INCOMING STUDENTS

To raise the profile of Saddleback College, the President invited all senior administration and trustees from surrounding school districts to meet with College personnel, who then showcased the College's programs, certificates, and degrees. A letter was sent to over 7000 graduating high school seniors welcoming them to Saddleback College and inviting them to attend Senior Day and to participate in Early Bird registration and the Transfer Agreement Guarantee (TAG) program. As a welcoming gesture, the President followed up the invitation with a letter of acceptance to the College. Other outreach programs in which the President participated include Welcome Week, Family Night, High School Counselor Day, and Tech-Prep Day [4.74].

PUBLIC INFORMATION AND MARKETING

The President works closely with the Director of Public Information and Marketing to disseminate information through the President's Gaucho Gazette, the Annual State of the College Report, and an ongoing series of news releases to local, regional, and national media. Open access is promoted by the posting of the agenda and the minutes of the Marketing Committee on the College Web site [4.75]. He encourages faculty, staff, and administration to establish social network sites to engage members of the surrounding community. Under the

direction of the President, the College Web site was revised to focus on students in a way that marketed the College and made it easier for the community to access information.

COMMUNITY OUTREACH AND THE COLLEGE FOUNDATION

The President participates in a number of community organizations and initiates many meetings with community leaders. In Fall 2009 he distributed a list of community organizations to the management team and encouraged staff participation. Another method by which the President effectively engages the communities served by the College is through the Saddleback College Foundation Office [4.76]. The Foundation solicits and coordinates donations to the College, and it is organized exclusively for charitable and educational purposes as a 501(c)(3) of the Internal Revenue Service. The College Foundation is recognized as an auxiliary organization and operates under the guidelines established by Board Policy 3610, Auxiliary Organizations [4.77].

The Foundation accepts contributions from the public, initiates and coordinates College fundraising, ensures the appropriate distribution of funds and gifts, and provides judiciary oversight of contributions. The Foundation serves as an important vehicle for engaging the College community through service on the Board of Governors and through support of special events that have lasting public relations value.

The President is seeking to elevate the College through the visibility of the Foundation. This would result in an alignment of the Foundation with the College's strategic directions and emphasize student scholarships, development of capital campaigns, and establishment of a thriving alumni organization. Under the aegis of the Foundation, the President has established a new President's Club. The President's Club comprises individual and corporate members who join with Saddleback College in fulfilling its commitment to improving the south Orange County community and providing expanded educational opportunities.

SELF EVALUATION

In the 2009 Employee Survey, College constituents were asked if the President works and communicates effectively with the communities served by the institution. The College recognizes the President's strengths in this area, as evidenced by his high ratings:

- 77% to 79% of responding Academic and Classified Managers agreed or strongly agreed with this statement.

- 54% to 57% of responding classified staff agreed or strongly agreed to this statement.

- 68% of responding full-time faculty agreed or strongly agreed to this statement.

A strength of the College President is the increased level of communication from the Office of the President. For example, he has elevated the role of public information, marketing, and advancement for the College Foundation. The President effectively represents the College in the State, the county, and the local community.

The Foundation operates as a fundraising entity for the College, but there does not appear to be alignment with and awareness of College goals or planning processes. Acknowledging strategic planning efforts on the Foundation Web site, at Board of Governors meetings, and in solicitation materials is critical in order to support and communicate the College mission to the greater community served by the College [4.78].

PLANNING AGENDA

The President will ensure information about the College's strategic planning process is provided to the Foundation Board of Governors and facilitates discussion relating to the importance of aligning the Foundation's bylaws and planning with the College mission and vision.

IV.B.3.   **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

IV.B.3.a.   **The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

DESCRIPTIVE SUMMARY

More than 20 board policies and a number of corresponding administrative regulations address in writing the responsibilities of the District. According to Board Policy 107, policies state the philosophy of the Board and "give direction for the operation of the District. Administrative regulations are developed by the Chancellor in consultation with constituent groups, and provide for the implementation of board policy."

Board Policy 2100, Delegation of Authority to the Chancellor, delegates to the Chancellor "authority and responsibility for the proper conduct of the business and educational programs of the district." Board Policy 2001 also establishes that all matters called to its attention by District personnel or students be presented to the Board through the Chancellor and, conversely, the Board shall "direct appropriate matters through the Chancellor." This policy coincides with Board Policy 2101, Administrative Organization, which authorizes and holds the Chancellor responsible for organizing all District standing committees and ad hoc committees to assist in the operation of the District.

Employees become knowledgeable about policies in general and those that specifically affect their areas of responsibilities in a number of ways:

- In the course of teaching and working within the College, administrators, managers, and coworkers suggest policies and regulations that impact and influence projects and procedures in their respective divisions and departments.

- Governance groups place policies and regulations on their meeting agendas; at their meetings, they then discuss policies and regulations and make recommendations to revise them.

- All governance groups are represented in the Board Policy and Administrative Regulation Council; in the development of new policies and revisions, representatives solicit input from their respective constituency.

- New and revised Board policies and administrative regulations are added to the agendas and then discussed in monthly Docket and Chancellor's Cabinet meetings; all governance groups are represented at these meetings.

- New and revised Board policies are on the monthly Board or Trustee agendas for review, study, and adoption.

- During new-employee orientation, employees are made aware that Board policies and administrative regulations are available online, and they are provided with an access demonstration.

Specific duties, responsibilities, and authority of the Board, Chancellor, College Presidents, Academic Senate, faculty, and classified employees are addressed in a number of policies, many of which have been revised or adopted since the 2004 Self Study, including:

- BP 112, Duties and Responsibilities of the Board of Trustees (adopted 2007)

- BP 2100, Delegation of Authority to the Chancellor (revised 2002)

- BP 2100.1, Delegation of Authority to the Academic Senate (revised 2004)

- BP 2100.2, Role and Scope of Authority of the Academic Senates (adopted 2006)

- BP 2101, Delegation of Authority to the College President (adopted 2009)

- BP 3001, Delegation of Authority (adopted 2003 and revised 2008)

- BP 4309, Duties and Responsibilities of the Faculty (revised 2003)

- BP 4056, Classified Employees Participation in Decision Making (revised 2006)

In Spring 2009 the College conducted an employee survey that measured the perceived effectiveness of the constituent group leadership and communication. A self evaluation for effectiveness was conducted within the District offices in November/December 2009.

SELF EVALUATION

In the 2009 Saddleback Employee Survey, constituents were asked to respond to the following statements:

1. The District clearly differentiates its functions and operational responsibilities from those of Saddleback College.

2. The District communicates its operational responsibilities and functions from those of Saddleback College.

Responses to the first statement show that:

- Administrators and managers are almost evenly split, with 31% strongly agreeing versus 34.3% strongly disagreeing with the statement.

- Classified staff members are almost evenly split, with 21.6% strongly agreeing versus 28.4% strongly disagreeing with the statement.

- Full-time faculty showed the largest gap of any constituency: 18.3% strongly agreeing versus 34.5% strongly disagreeing with the statement.

- 32% of all survey participants did not respond to this question.

Responses to the second statement show a similar response pattern; 35% of all participants did not provide a response to the second statement.

In evaluating these responses, it becomes apparent that roughly a third of administration, managers, faculty, and staff are not clear about the delineation of duties and operational responsibilities of the District office versus those of Saddleback College.

Consistent adherence to the roles and scopes of authority has occurred at the College and, since 2008, with the Board of Trustees. However, the role, authority, and responsibilities of the District office personnel and leadership are not clearly defined, with the exception of the research office. Written comments from College employees within all the sections of the 2010 District survey provide evidence that there are misunderstandings as to whether the District office leadership has consistently adhered to the delineation of District versus College responsibilities.

A discussion to clearly define the roles of authority and responsibility between the College and the District and how the District acts as a liaison between the College and the governing board has not yet been facilitated by administrative leadership. Additionally, the role and scope of authority and the delineation of responsibilities of the Advanced Education Technology Park (ATEP) staff in relation to District services and College administration also needs clarification.

In 2009, in preparation for the Accreditation Self Study, the District updated the charge and membership of District committees. All District committees, councils, and teams have a defined purpose, membership, chair, and meeting schedule. There has not yet been an evaluation of the effectiveness of District committee structure, and the relationship between the District committees, councils, and teams and the reporting responsibilities are not defined.

With the selection of a new Chancellor, the College expects to work with the District office in clearly delineating the roles and scope of authority of the District leadership and the ATEP staff in relation to the College.

PLANNING AGENDA

1. Create a manual delineating the role and scope of authority of the District office in relation to the College, including the delineation of the responsibilities and functions of the District.

2. Create a manual clearly delineating the role and scope of authority of the Advanced Education Technology Park (ATEP) staff in relation to the College administration and faculty.

IV.B.3.b.   The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

Following is a description of all departments within District services that support the Colleges in their missions and functions. The information is drawn from the District Web site, which notes the responsibilities of each office and department, and from interviews with administrators and managers [4.79].

OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES

The Office of the Chancellor and Trustee Services is responsible for coordination of all regular and special Board meetings, including notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information Districtwide, coordination of Districtwide events such as the Chancellor's opening session during Flex Week each semester, and coordination of Districtwide committee meetings including the Chancellor's Executive Team, the Chancellor's Cabinet, and the Docket and District Leadership Team.

OFFICE OF THE DEPUTY CHANCELLOR

The Office of the Deputy Chancellor provides oversight of all business departments, including Fiscal Services and Facilities Planning and Purchasing. The Deputy Chancellor is a member of the Chancellor's Executive Team (CET) and serves as the Chair of the District Resources Allocation Council and the Board Policies and Administrative Regulation Advisory Council. He also chaired the Master Plan Advisory Council, which concluded its work in 2006.

The Office prepares the Councils' agendas, minutes, and corresponding board reports and documents related to the budget, board policies, and administrative regulations. Board policies and administrative regulations are updated on the public Web site and on MySite, as appropriate. The Office coordinates the District's compliance with the State of California annual conflict of interest requirement of the Board of Trustees, administrators, and managers. The Deputy Chancellor, as the Chancellor's designee, prepares monthly agenda items for ratification of contracts, bid awards, checks processed for payment of bills, purchase orders/confirming requisitions, budget amendments, budget transfers, and gifts to College foundations.

FISCAL SERVICES

The Office of Fiscal Services collaborates with the two colleges and ATEP to prepare the tentative and final District budgets and provide support and expertise to the District Resources Allocation Council (DRAC). Fiscal Services oversees the annual audit; prepares regular budget reports and Basic Aid reports for the Board; and maintains information on the District Web site, including budget and budget reports, audit reports, Basic Aid reports, and the retirement benefit trust. The Office of Fiscal Services includes the accounting and payroll functions.

The District Director of Fiscal Services reports to the Deputy Chancellor and meets with the Colleges' Directors of Fiscal Services during the budget preparation process to review the budget model and as needed throughout the year. The District Director also serves as the budget manager for ATEP, which involves budget planning, preparation, and day-to-day fiscal oversight.

FACILITIES, PLANNING AND PURCHASING

The Office of Facilities Planning and Purchasing is responsible for oversight of new construction, facilities renovation, master planning, purchasing, and warehouse/mailroom services. A monthly Facilities Plan Status Report is provided to the Board and posted on the District Web site under "construction updates" [4.80]. The Director of Facilities Planning and Purchasing reports to the Deputy Chancellor.

PUBLIC AFFAIRS

Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations. The Director of Public Affairs is a member of the Chancellor's Executive Team and meets monthly with the College Presidents and quarterly with the three campus Directors of Public Information and Marketing.

Since the 2004 Self Study, there has been a marked increase of activity from the public affairs staff in support of the Colleges. Strategies and approaches have varied each year to compliment College-based strategies. In response to declining enrollment, the District Director of Public Affairs chaired a committee that created a marketing campaign called "The Next Step" in Fall 2005, an initiative proposed by the Chancellor and approved by the Board with $100,000 in Basic Aid funds. The effort resulted in the Board of Trustees' allocating an additional $229,830 to the Colleges ($112,250 to Saddleback College and $117,580 to Irvine Valley College) from Basic Aid funds to support the momentum of marketing and outreach efforts. The Board approved the plan, and the funds were spent over the next two years. This effort is documented in Board agenda items. Headcount at both Colleges was level from 2004 to 2006 and has been steadily growing since Fall 2007.

HUMAN RESOURCES

Human Resources (HR) is responsible for facilitating the recruitment, selection, and orientation of new employees; training and professional development; collective bargaining; compliance with State and Federal laws and regulations; management of the performance evaluation process; human resources information systems; and benefits and risk management. The Vice Chancellor of Human Resources is a member of the Chancellor's Executive Team and, with the Director of HR, meets regularly with the Faculty Association President, CSEA officers, and the Police Officers Association President.

Until the 2009 District survey was implemented, the primary feedback mechanisms in place to assess the effectiveness of those services were 20 standing Districtwide committees, meetings, and task forces established to accomplish specific projects. The majority of District committee membership includes every governance group in all the two colleges and ATEP. Written agendas are prepared for most of the meetings and open discussion opportunities are available for items on the agenda and additional issues as exigencies arise.

District Services employees completed a self assessment in Fall 2009 on the effectiveness of services. A task force, chaired by the Vice Chancellor of Technology & Learning Services, convened in Fall 2009 with the purpose of establishing data-driven methods of continuous feedback from users of services. Three examples: (1) On a quarterly basis, a survey tool will be sent with the e-board meeting highlights to all employees seeking ideas and feedback on the communication. (2) A survey tool will be distributed to hiring committee members at the conclusion of each recruitment activity. (3) A survey tool will be sent to participants of the 20 standing Districtwide committees and meetings, and the results will be placed on those agendas for discussion.

TECHNOLOGY & LEARNING SERVICES

The Office of the Vice Chancellor of Technology & Learning Services coordinates educational programs, technology services, and research Districtwide. The Vice Chancellor also provides leadership in enrollment management, distance education, and workforce development programs. The Vice Chancellor is a member of the Chancellor's Executive Team and chairs the Learning Services Coordinating Council, Chancellor's Coordinating Council, Student Information System Executive Steering Committee, Districtwide Technology Council, Academic Calendar Committee, Online Education Council, and Business Continuity Planning Council.

Annually, the Vice Chancellor facilitates the development of the Districtwide Mission, Vision, and Values. This year, he added an electronic communications hub (SharePoint) to facilitate the process and assisted the Saddleback College accreditation efforts by setting up "Base Camp" for the posting of committee work and resources.

INSTITUTIONAL RESEARCH AND PLANNING

Institutional Research and Planning services are provided by the Vice Chancellor and the District Director of Research and Planning. The Director reports to the Vice Chancellor and chairs the District IT and Research Team, the inFORM Data Warehouse Advisory Group, and the College and District Research and Planning Committee, which serve as the primary mechanisms for feedback from the Colleges' and the District's research efforts.

District Research and Planning supports the College's Strategic Planning Processes by analyzing research studies on student outcome measures consistent with existing accreditation standards; assisting the Colleges with data needs and methodologies in conducting Program Review and institutional effectiveness studies; providing data for grant proposals that enhance the development of educational programs; and facilitating the development, implementation, and coordination of the District's educational master plan.

For 2006-2007 and 2007-2008 the Institutional Effectiveness Annual Report (IEAR) was spearheaded by District Services with input from the Colleges. The report provides data on past performance and potential improvement areas related to student success, and it was published and distributed within the College community and on the District Web site.

District Research and Planning coordinated the annual Accountability Reporting for Community Colleges (ARCC) and the Institutional Effectiveness publications and presentations to the Board of Trustees. The District Research Director has provided training for over 120 College researchers, administrators, and staff to utilize the inFORM Data Warehouse in order to produce major reports such as Management Information Systems (MIS) and Institutional Effectiveness Annual Report (IEAR). District Research incorporated training for College researchers on Federal and State accountability and research issues.

In Fall 2009 the existing instructional reporting system named the "Leadership Information System (LIS)" was replaced due to technological obsolescence. Its replacement, the new inFORM Data Warehouse, was used to create an array of new instructional management reports used for planning class schedules, evaluating current offerings, and providing data for other instructional management decisions.

INFORMATION TECHNOLOGY

The Information Technology (IT) Department is responsible for establishing the creative vision and direction for online services, products, and programs for strategic use in serving the needs of students, faculty, and staff. The IT Department is also responsible for assuring security, reliability, and continuity of all Districtwide network infrastructure, computer operations, and telecommunications. The Department makes every effort to ensure the accurate and timely analysis, development, implementation, and management of information systems to facilitate decision-making, operational support, Program Review, research support, and analytical study. District IT maintains relationships with user communities of students, staff, and faculty.

Since the last accreditation period, a significant investment has been made throughout the District in the areas of technology and technology development. As a result, SOCCCD has established a State and national reputation for technology leadership with the evolution of MySite, one of the early California community college Web portals, which provides a host of services to students and staff. Currently, online admissions applications and online registration are utilized by more than 80 percent of the student body. District IT has extensively upgraded the server and network infrastructure to create a more reliable platform for online student services.

District IT has coordinated College involvement in the design, development, and implementation of the new Student Information System (SIS). The SIS Executive Steering Committee has representation from the various governance groups and provides communication and transparency on this extensive SIS upgrade project. District IT also develops repositories of historical data to facilitate reporting requirements. The Data Warehouse, known as inFORM, is the repository of both historical and current data for use in management reporting, some operation reporting, ad hoc reporting, and institutional research. New and innovative services for the Data Warehouse are being developed.

To develop new software and Web services, District IT employs a "user-centered design" focus, which involves copious surveying and usability testing with staff and students. Continuous feedback systems have been established for MySite and all aspects of the Student Information System, which now encompasses an array of online services and functions for students and employees. The development and implementation of My Academic Plan (MAP), an online tool, has so far helped over 17,000 students to create over 40,000 plans that help guide them through the processes of defining, implementing, and tracking their personal academic goals. MAP was developed as a result of collaboration among College counselors, District IT, and students.

To support technology-mediated courses, District IT was responsible for upgrading Blackboard to increase hardware, storage, bandwidth, and services. A 24/7 online, instant messaging, and telephone Help Desk support service was instituted for online students.

District Information Technology is developing a plan to ensure business continuance of critical IT business processes and services. Also, to provide a safer environment, District IT has contracted with ConnectED to provide "multi-modal" emergency messaging services; in the event of an incident, students, faculty, and staff can simultaneously be contacted via e-mail, cell phones, home phones, and text messaging. Preliminary training with campus police and public information staff has been conducted.

ADDITIONAL DATA

Table: SOCCCD List of Districtwide Committees

District Web Site: http://socccd.edu/index.html

MySite: Board Meeting Agenda Preparation

District Web Site: Master Plan: http://www.socccd.org/about/about_masterplan.html

Board of Trustees Agenda Item 7.2, 7/21/09 Facilities construction update

District Web Site: Report to the Community:

2008-2009: http://socccd.edu/publicaffairs/documents/AnnualReport08_09Final.pdf

2007-2008: http://socccd.edu/publicaffairs/documents/AnnualReport08_000.pd

2006-2007: http://socccd.edu/PDF/AnnualReport06_07.pdf

2005-2006: http://socccd.edu/PDF/AnnualRep05_06.pdf

Board of Trustees Agenda Item 30, 11/13/05, Additional Funding for Colleges Marketing,
Outreach and Recruitment Strategies

District Web Site: online job application:
https://jobs.socccd.edu/applicants/jsp/shared/Welcome_css.jsp

District Human Resources Facebook Page 6/09:
http://www.socccd.org/documents/ArticleonAnaheim-OCJobFair6-3-09_001.pdf

Report: MySite Task Force Recommendations for Improving the My Employee Documents
Section of MySite, April 25, 2007

Board Agenda Item 39, November 20, 2006: SOCCCD Research and Planning Functions

Institutional Effectiveness Indicators

http://www.socccd.org/technologyandlearning/documents/

InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf

http://www.socccd.org/technologyandlearning/documents/

Institutional_Effectiveness_Report_2006-07_Saddleback_000.pdf

3/31/09 Focus on Results, Accountability Reports for the California Community Colleges (ARCC
Report): http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pd

SELF EVALUATION

Encouraged by the Standard IV Committee, District Services conducted a Districtwide survey. District Services administration and management determined the services that most impacted employees and designed queries around those services. Survey responses from 570 employees also provided respondents with opportunities for open-ended feedback and suggestions to each department. Saddleback College employees accounted for 60 percent of the total responses to this survey.

The survey data indicate that most employees rate the services of District Services as good or excellent; a significant number of individuals took the time to give additional feedback and suggestions in every area, indicating that they were trying to provide more input on

District Services departments than the survey questions solicited. The comments indicated a misunderstanding of departmental responsibilities and a lack of clarity between College and District services, particularly in the departments of Facilities Planning, Public Information, Purchasing, and Institutional Research.

The survey revealed that Payroll, Human Resources, and Information Technology are used by almost all employees. The survey also revealed that 30 percent to 60 percent of District employees did not use the services of the other departments. Information Technology and Human Resources received the highest number of written comments, 113 and 99, respectively.

FISCAL SERVICES

Fiscal Services received overall ratings of good or excellent from over 46 percent of survey respondents, while 40 percent of respondents did not use those services. Accounting, a division within Fiscal Services, received ratings of good or excellent from 53 percent of survey respondents. Over 33 percent did not use Accounting services, and even fewer did not use the specific services identified in the survey. Payroll, another department within Fiscal Services, received the highest ratings of all the District office departments; many of the written comments were very positive, which reflects Payroll's focus on customer service.

DISTRICT INFORMATION TECHNOLOGY AND INSTITUTIONAL RESEARCH

District Services Information Technology and Institutional Research are examples of departments that implement a continuous loop of feedback into their daily operations. Data measures are included in their services and products, results are disseminated and discussed in committees, and improvements are implemented and then evaluated. These two departments have broad-based representation from "user groups" whose role is to evaluate the services for support for the College mission and functions. One example: When the District's online registration service, MySite, collapsed during the Spring 2009 semester, the Vice Chancellor and representatives from District IT immediately participated in College meetings to explain the issues and receive input. The information they received was incorporated into the operations of their departments.

HUMAN RESOURCES

The Office of Human Resources used two of their five survey questions to receive input on the new HR Wiki, a service which 79 percent of Saddleback College employees have not used. When asked if Human Resources information was easy to find on the Wiki, 65 percent reiterated that they did not use the service, and 15 percent disagreed that the information was easy to find. Many written comments reinforce these data and provide clarification [4.81, pp. 17 & 43]. The Wiki, while having a potential to be of value in facilitating HR requests, does not truly address or provide resolutions to the central problems in the administration, practices, or procedures of the Office of Human Resources. The majority of the comments acknowledged that the Human Resources staff members were helpful, but the processes they must implement are perceived as cumbersome. Currently the Office of Human Resources does not have any committees or survey tools to provide input on their services from their "user-groups." The majority of comments were focused on the need for communication and efficiencies.

The College leadership and management team have worked collaboratively in developing a data-driven Strategic Planning Process that identifies key jobs as vital to the success of the College. The hiring of specific noninstructional personnel will advance the College and significantly help it to fulfill its mission and achieve its strategic planning goals. Human Resources could benefit from evaluating the effectiveness of its staffing levels and process priorities as they relate to supporting institutional missions and functions.

FACILITIES

The majority of College employees have limited interaction with the District's Facilities office. For example, when asked if the design process of any Facilities project satisfied the needs of various departments, 46 percent did not respond, and 30 percent disagreed. Of those who responded to whether Facilities information was readily available, 20 percent agreed and 31 percent disagreed, and 48 percent responded that they did not use Facilities Planning information [4.81, pp. 15 & 41].

Many of the written comments in the Facilities Planning area reflected a misunderstanding and confusion of departmental responsibilities and of the distinction between College and District services [4.81, pp. 71-75]. The majority of the comments also reflected limited information about the Facilities Planning process.

An increase in communication is clearly warranted concerning the services available from the District office and where feedback and evaluation information should be sent to improve those services. The District Facilities office has not yet institutionalized methods to continually measure the effectiveness of its services, although initial efforts are being made by the survey and as further outlined in response to IV.B.3.g. The Facilities Planning Department provides critical leadership in the renovation and construction of facilities. The Department's work should be widely communicated to build user confidence.

PLANNING AGENDA

1. The District offices should collaborate with the College leadership and all constituency groups in addressing the feedback and suggestions from employees and in developing more in-depth surveys and data-driven methods of assessing the effectiveness of its services.

2. The District offices should collaborate with the College leadership and all constituency groups to develop and disseminate an operations manual with standardized procedures and updated contacts in order to facilitate effective use of District services and District processes.

3. The District offices should establish a time line to regularly evaluate their services; a component of the evaluation should focus on support for the institutional missions and functions.

4. Human Resources should undertake a more-detailed examination of the survey comments. A task force, perhaps even a standing committee, should be formed with

representatives from both Colleges and all constituency groups to assist in evaluating the feedback and supporting the development of plans for improved services. Consideration of other evaluation models, such as the one employed by District IT, would assist them in developing a culture of continuous improvement that reaches out to their "user groups" to evaluate HR services and their support for the College mission and function.

5. The District offices should disseminate and widely communicate the results of the assessment and evaluation of their services with the College.

ADDITIONAL DATA

Table: SOCCCD List of Districtwide Committees

District Web Site: http://socccd.edu/index.html

MySite: Board Meeting Agenda Preparation

District Web Site: Master Plan: http://www.socccd.org/about/about_masterplan.html

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2007-2008: http://socccd.edu/publicaffairs/documents/AnnualReport08_000.pdf

2006-2007: http://socccd.edu/PDF/AnnualReport06_07.pdf

2005-2006: http://socccd.edu/PDF/AnnualRep05_06.pdf

Board of Trustees Agenda Item 30, 11/13/05, Additional Funding for Colleges Marketing, Outreach and Recruitment Strategies

District Web Site: Online Job Application: https://jobs.socccd.edu/applicants/jsp/shared/Welcome_css.jsp

District Human Resources Facebook Page 6/09

http://www.socccd.org/documents/ArticleonAnaheim-OCJobFair6-3-09_001.pdf

Report: MySite Task Force Recommendations for Improving the My Employee Documents section of MySite, April 25, 2007

Board agenda item 39, November 20, 2006: SOCCCD Research and Planning Functions

INSTITUTIONAL EFFECTIVENESS INDICATORS

http://www.socccd.org/technologyandlearning/documents/ InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf

http://www.socccd.org/technologyandlearning/documents/ Institutional_Effectiveness_ Report_2006-07_Saddleback_000.pdf

3/31/09 Focus on Results, Accountability Reports for the California Community Colleges (ARCC Report)

http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf

IV.B.3.c.   The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

The District Office of Fiscal Services processes and facilitates the distribution of resources to the College according to formulas, state and Federal categorical fund allocations, and Board directions. The majority of resources allocated to the College are data-driven and reflect the needs of the institution through application of State-mandated guidelines and the local Board-approved budget guidelines [4.82].

The SOCCCD is considered a "Basic Aid district," because the revenues received from local property taxes exceed the State apportionment entitlement. The allocation model for distributing funds applies the formula stipulated in SB361 in conjunction with State specifications for the FTES rate. This process is overseen by the Deputy Chancellor and the District Resource Allocation Council (DRAC). The expenditure budgets for ongoing purposes are set at the level that would have been available from State apportionment. Excess revenue above apportionment is allocated at the College or District level for one-time purposes.

DRAC convenes in the fall and continues in earnest after the governor's preliminary budget is published in January to begin preparations for the upcoming academic year's budget. The membership of this Council comprises all levels of management and the Classified and Academic Senates [4.83]. Emergency meetings are scheduled as required to address State budget exigencies. DRAC has set an allocation of 9.7 percent of the total budget, before it is allotted to the Colleges, to fund District services.

The draft and final budgets are presented to the Board at public meetings in June and July of each year, unless there are exceptional State budget challenges that would significantly affect the College budgets.

A second mechanism through which the District office distributes additional funding is through Basic Aid allocations. On August 29, 2005, the Board adopted a process used to identify and prioritize basic projects for funding [4.84]. An additional guideline used by the Board to allocate funds to College projects is the stipulation that Basic Aid funds are not to be used for ongoing College expenditures but for short-term, one-time-only projects [4.85]. The process for prioritizing Basic Aid projects for Board approval is that the Chancellor's Executive Team reviews priority lists from each College, ATEP, and the District and then develops a Districtwide priority list for recommendation to the Chancellor.

ATEP operations, project development, and facilities are currently funded out of Basic Aid revenues. According to Deputy Chancellor, this decision was made so as not to reduce the Colleges' share of the DRAC formula while ATEP is in the initial development phase. Eventually, ATEP may generate enough FTES to qualify for center status or develop other sources of revenue.

SELF EVALUATION

In the 2009 Employee Survey 39 percent of all respondents agreed that the District provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

A widespread perception within the College and voiced in written comments throughout the survey is that Basic Aid funds generated by the surrounding community are not being allocated to sufficiently support Saddleback College.

The College has benefited from Basic Aid, as can be seen in technology upgrades, the emergency renovation of the BGS Building, the construction and subsequent modification of The Village for overflow space, the construction of the Health Sciences/District Administration Building, and matching state funds towards other projects.

Yet Saddleback College is facing significant challenges in the areas of deferred maintenance and unmet facilities needs. The longer the facilities renovation and capital outlay projects continue to be deferred, the greater the final project costs. Responses to these escalating needs are being hindered by the "no debt or bonds" philosophy of the Board of Trustees coupled with limited Basic Aid allocations. It is recommended that a plan be developed to prioritize and address the gaps in funding that would create a safe and up-to-date campus environment for our students. Reflecting this priority is the first District goal for 2009-2010: "Develop a plan to meet all capital and scheduled maintenance needs."

Years of deferred maintenance necessitated the emergency renovation using Basic Aids funds of the BGS building, which pushed back the current Library renovation. Consequently, the building renovations for Science & Math, Technology and Applied Science, and the Student Center have been rescheduled, each with potential negative consequences, due to rain, which could force more emergency renovations. Saddleback College facilities must be a priority Districtwide. Standard III.D.1.c highlights information from the State Chancellor's facility condition assessment. This independent and objective report identified the cost of repairs at Saddleback at $76 million [4.86].

When adequate resources are not available to meet the documented needs of the College or the scheduled maintenance of facilities, renovation, or new construction, the College questions the wisdom of continuing to provide funding to the costly vision of ATEP. A concern articulated in the comments of the Employee Survey is that ATEP is receiving funding for developing a future campus while Saddleback College needs funding to repair aging structures. For example, at the August 2009 Board meeting the Trustees approved $2 million for legal fees and $1 million for consultants [4.87] for ATEP and then delayed funding the replacement of the 36-year-old HVAC system in the Science & Math building.

Further, the current methodology of allocating Basic Aid funds is not compliant with the Board-approved process, which stipulates that the following actions occur:

The Chancellor's Executive Council reviews priority lists from each College, ATEP, and the District and develops a Districtwide priority list for recommendation to the Chancellor.

This will be accomplished based on points obtained in consideration of the established criteria.

Each project will be rated by the members of the Chancellor's Executive Council on a scale of 1 low to 5 high points assigned to each of the following criteria in alphabetical order... [4.88].

No data are available to ensure that the integrity of this Board-approved process has been sustained. Since the implementation of the Basic Aid priority process, the Chancellor's Executive Team membership has changed, and the structures of the District management and the College management have been reorganized [4.89]. The process should be revised to reflect these changes.

While the Board-approved process requires certain Board criteria to be factored into a Basic Aid request, there is currently no assessment tool in place for evaluating the "even-handedness" of distributing Basic Aid funds to the four district sites: Saddleback College, Irvine Valley College, ATEP, and the District office.

PLANNING AGENDA

1. The District and College leadership and management teams should come together to develop a long-term facilities plan and funding mechanism.

2. Given the State budget crisis and the deterioration of College facilities, it is also recommended that extensive dialogue occur among the Board, District office administration, and the College leadership and management teams on the subject of Basic Aid prioritization and funding the vision of ATEP.

3. It is recommended that a comprehensive report be prepared of all Basic Aid allocations that have been spent on or encumbered by ATEP and all other projects and purposes that fall outside the Basic Aid guidelines, policies, and processes established by the Board of Trustees.

4. The allocation process for distributing Basic Aid funds for compliance with the Board-approved process should be reviewed. Strong consideration should be given to revise the Basic Aid allocation process to include specific, measurable, attainable, realistic, and timely goals. Criteria for funding could include FTES; number of educational programs supported; instructional space; age of buildings; time since the last renovation; timely compliance with local, State, and Federal safety laws and regulations; and staff-to-student ratio.

ADDITIONAL DATA

Interviews with District Director of Fiscal Services, Saddleback College Director of Fiscal Services, and Saddleback College President

DRAC Model: BOT Agenda Item 35, March 1996; BOT Agenda Item, May 1997

Basic Aid Model: BOT Agenda Item, March 2006

District Business Services Web Site: http://www.socccd.org/businessservices/bs_fiscal.html

Audit Reports 2004-2005 to 2007-2008, Monthly Reports, Basic Aid Reports, Budget
http://www.socccd.org/businessservices/bs_fiscal_audit.html

IV.B.3.d.   The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

There are a variety of financial control mechanisms in the form of policies and procedures to insure the District operates within its budget and remains financially sound. Board policies and accompanying regulations are in the 3000 (Business) series. The Budget Development Guidelines as shown in the Final Budget 2009-2010 booklet provide direction for budget development. Another mechanism to insure control and prevent overspending is the District's financial software system, Escape, a computer program that prevents the submittal and authorization of requisitions when funds in the specified account are insufficient.

The District consistently ends the fiscal year with a positive ending balance [4.90]. SOCCCD standard practice is to use one year's ending balance as the following year's beginning balance [4.91].

This information can also be found in the 311 Annual Financial and Budget report found on the State Chancellor's Web site [4.92].

Fiscal Services is regularly evaluated through the annual audit process, as well as through governmental audits. An independent external auditing firm meets twice a year with a committee of three Trustees who are appointed by the governing board. At the first meeting before the audit begins, Trustees interact with the auditors, ask questions, and receive updates on laws and standards. At the second meeting, before the audit findings are presented to the entire Board, the committee receives an overview of the audit and findings. The Deputy Chancellor and District Director of Fiscal Services are present at the meetings and serve as a resource for the Trustees. The audits are presented at public Board meetings in the fall and are posted on the District Web site [4.93].

When the auditors find something that is out of compliance or an action or process that places the entity at financial risk, they report a "finding" in their audit report. The auditors render an opinion. An "Unqualified opinion" means that the auditors followed generally accepted auditing standards to conduct the audit and that in their opinion the financial statements are fairly stated and in accordance with generally accepted accounting principles.

SELF EVALUATION

Based on annual audits the District has consistently complied with the internal controls required of major Federal and State programs. For each of the past six years, the independent auditors' report has rendered an "Unqualified opinion" on the District's financial statements. The auditors rendered an "Unqualified opinion" on the District's compliance for five of the past six years. In 2008 the report was "Qualified" due to a finding for Saddleback College on indirect rate calculations. The recommendations on the findings have been implemented. Saddleback College consistently ends the fiscal year with a positive ending balance.

PLANNING AGENDA

None.

IV.B.3.e.   **The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

DESCRIPTIVE SUMMARY

The Board of Trustees has adopted multiple policies to ensure the Chancellor gives full responsibility and authority to the College President. In January 2009 the SOCCCD Board of Trustees adopted Board Policy 2101, Delegation of Authority to the College President [4.94]. The development and adoption of this policy was recommended by the 2008 Progress Report Task Force and was supported by the governance groups at both Colleges [4.95]. This policy establishes the College President as the final authority on the College level [4.96]. (See IV.B.2.c.)

Board Policy 5520, Accreditation, delineates the role of the College President and Chancellor for accreditation processes. This policy requires the College President to ensure the College complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.

SELF EVALUATION

Prior to 2008 no clear delineation of duties and scope of authority as it pertains to the relation between the College President and the Chancellor existed in board policy or administrative regulation. Since the adoption of Board Policy 2101, no data have been collected to support the assertion that the Chancellor has allowed the President to operate the College without interference.

PLANNING AGENDA

None.

Additional Data

Board Meeting Highlights: http://socccd.edu/about/about_board_meeting.html

View Board Meetings Online: http://socccd.granicus.com/ViewPublisher.php?view_id=2

IV.B.3.f.   **The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

DESCRIPTIVE SUMMARY

The Chancellor is designated by the Board of Trustees as the liaison to the College. The Chancellor and the Trustees work jointly together in a variety of ways, including the monthly meetings of the Docket (during which the Board meeting agenda is finalized), the Chancellor's Cabinet, and the Board of Trustees. These meetings provide a regular method of keeping the Colleges informed about system issues and about Board actions and interests that have an impact on operations and educational quality. Administration and governance groups are represented at and participate in these meetings. On a weekly basis, the Chancellor exchanges information with College leaders in the Chancellor's Executive Team meetings, and College

leaders, in turn, share information about the campus communities. On a weekly basis, the Vice Chancellor of Technology & Learning Services exchanges information with additional College and ATEP administrators in the Technology & Learning Services Coordinating Council.

To keep the College informed about system issues and Board actions and interests, monthly Board agendas are posted online each month; these agendas can be accessed from the District home page and are retained in online archives. Within 48 hours of the monthly Board meetings, all employees are e-mailed a link to highlights of the meeting, which are also posted on the District Web site. Board meetings are broadcast each month on the Saddleback College television station (Channel 39) and the Irvine Valley College station (Channel 33) on the Friday and Saturday following the Board meeting. Channel 39 has an additional broadcast on Sunday. Since August 2007 Board meetings can be viewed on demand in streaming video. Employees and the public can easily view Board meeting activities, discussion and presentations.

Since the last Self Study, many discussion forums and special meetings were coordinated for Trustees to receive input and discuss issues. These forums and meetings are open to all employees. The District Office of Public Affairs e-mails news updates to provide employees with additional news and information.

The inclusion and participation of District office representatives in the Accreditation Self Study process has served to facilitate improved communication. The Vice Chancellor of Technology & Learning Services served as a member on the 2010 Accreditation Steering Committee as well as on the Standard IV Committee. The Director of Public Affairs and Intergovernmental Relations also served on the Standard IV Committee. The Vice Chancellor of Human Resources served as a member of the Standard III.A Human Resources Committee, and the District staff contributed to Standard III.D, Financial Resources, and Standard IV.B.3.c.

SELF EVALUATION

In a monthly meeting facilitated by the Chancellor, representatives from both the College and all constituency groups meet to discuss and review the agenda for the Board of Trustees' upcoming meetings. The meeting provides an opportunity for input into the Board agenda process. Information is promptly made available to all employees about Board actions. The Public Information Officer sends numerous e-mails to keep the College administration well informed about system issues and Board actions.

A discussion to clarify and document how the District offices act as a liaison between the College and the governing board has not yet been facilitated by administrative leadership. The College looks forward to collaborating with the new Chancellor in developing a clearly defined decision-making process.

PLANNING AGENDA

See the Planning Agenda for IV.B.3.g.

ADDITIONAL DATA

Board Meeting Highlights: http://socccd.edu/about/about_board_meeting.html

View Board Meetings Online: http://socccd.granicus.com/ViewPublisher.php?view_id=2

IV.B.3.g. **The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

DESCRIPTIVE SUMMARY

The College communicated the requirements within this ACCJC Standard to the District Office in early spring 2009. The Standard IV Accreditation Chair and District Office representatives consulted in early summer 2009 regarding the time line to develop, administer, collate, and disseminate the data derived from the District's first self evaluation survey. In November 2009 a survey was e-mailed to 103 District Services employees, and 71 responded, a 69 percent return rate. In January 2010 the survey was e-mailed to 2777 College and ATEP employees, and 570 responded, a 21 percent return rate. The results of both surveys were presented to the District Leadership Team and sent to representatives of the Self Study committees.

SELF EVALUATION

The College recognized that the District Office's inaugural survey would produce information that could be used as benchmarks for future evaluations and assist the District Office in supporting the educational goals of the Colleges. As discussed in IV.B.3.a, College employees' comments in the 2010 District survey show that there are misunderstandings regarding the delineation of the role and scope of authority of District services and the College administration in governance and decision-making processes. An evaluation of the District committee structure for effectiveness and reporting responsibilities between the District committees, councils, and teams has not yet been undertaken.

With the selection of a new Chancellor, the College expects to work with the District Office in clearly delineating the roles and scope of authority of the District leadership and the ATEP staff in relation to assisting the College in meeting its educational goals.

PLANNING AGENDA

In order to create and sustain a culture of continuous improvement and institutional advancement in support of the College, the District Services office should:

1. Disseminate a summary of the survey results throughout the District.

2. Openly seek additional feedback in the areas where improvement, additional training, and increased communication are indicated on the survey.

3. Establish procedures to regularly evaluate its services, both Districtwide and by those who use those services.

4. Communicate improvements and changes that are made in services and processes as a result of evaluation.

Standard Four
Leadership and Governance
References, Works Cited, and Links

4.01 Board Policy 2100, Delegation of Authority to the Chancellor

4.02 Meyers-Millas-Brown Act Employment Relations;
http://www.perb.ca.gov/laws/statutes.asp#ST3560

4.03 Board Policy 104, Student Member of the Board of Trustees

4.04 California Education Code §76060

4.05 Board Policy 5627, Student Participation in Governance

4.06 Board Policy 2100.1, Delegation of Authority to the Academic Senate

4.07 Board Policy 6100, Curriculum

4.08 Curriculum Committee Bylaws; http://www.saddleback.edu/asenate/documents/
CurriculumCommitteeByLawsApproved3.25.09.PDF

4.09 SOCCCD Board Policy 6100

4.10 California Education Code §70900-70902

4.11 Board Policy 4056, Classified Employees Participation in Decision Making

4.12 Title 5, California Code of Regulations §51023.5, and California Education Code §70902

4.13 Board Policy 5627, Student Participation in Governance

4.14 Title 5, California Code of Regulations §51023.7, and California Education Code
§70902(b)(7)

4.15 Board Policy 4073, Faculty Reassigned Time

4.16 Board Policy 4073, AR Limitations on Total Expenditures for Reassigned Time and
Stipends

4.17 California Education Code §70902(a)(1). See Document 4.12: ED CODE 70902

4.18 California Education Code §70902(a)(1)

4.19 California Education Code §70902(b)(2)(A). See Document 4.12: ED CODE 70902

4.20 California Education Code §70902 (b)(2)(B)(3). See Document 4.12: ED CODE 70902

4.21 California Education Code §70902 (b)(4). See Document 4.12: ED CODE 70902

4.22 California Education Code §70902 (b)(5). See Document 4.12: ED CODE 70902

4.23 California Education Code §70902 (b)(6). See Document 4.12: ED CODE 70902

4.24 California Education Code §70902 (b)(7). See Document 4.12: ED CODE 70902

4.25 California Education Code §70902 (b)(8). See Document 4.12: ED CODE 70902

4.26 California Education Code §70902 (b)(9). See Document 4.12: ED CODE 70902

4.27 California Education Code §70902 (b)(10). See Document 4.12: ED CODE 70902

4.28 California Education Code §70902 (b)(11). See Document 4.12: ED CODE 70902

4.29   California Education Code §70902 (b)(12). See Document 4.12: ED CODE 70902

4.30   California Education Code §70902 (b)(13). See Document 4.12: ED CODE 70902

4.31   Board Policy 103, Board Membership

4.32   Board Policy 106, Board Elections

4.33   Trustee Boundary Map http://socccd.edu/about/about_board_map.html

4.34   Board Policy 154, Conflict of Interest

4.35   Board Policy 154, AR Conflict of Interest

4.36   SOCCCD BOT Public Presentations;
        http://www.socccd.org/about/about_board_public.html

4.37   Orange County Community Colleges Legislative Task Force; http://www.occcltf.org/

4.38   SOCCCD 2009-2010 Final Budget Report

4.39   SOCCCD 2009-2010 Final Budget Report (pp. 3-6)

4.40   Board Policy 2120, Institutional Planning; Board Policy 3100, Budget Preparation; Board
        Policy 3101, Budget Management; Board Policy 3101.5, Fiscal Management

4.41   Board Policy 112, Duties and Responsibilities of the Board of Trustees

4.42   Board Policy 2100, Delegation of Authority to the Chancellor

4.43   http://www.socccd.org/about/about_boardpolicy.asp

4.44   2009 Employee Survey Cross Tabulation (p. 41)

4.45   2009 Employee Survey (Ibid.)

4.46   SOCCCD 2009-2010 Final Budget Report (p. 5)

4.47   SOCCCD 2009-2010 Final Budget Report (pp. 12-15)

4.48   Board Policy 109, Board Education

4.49   Board Policy 106, Board Elections

4.50   Board Policy 108, Vacancies of the Board

4.51   Board Policy 108, AR Vacancies on the Board

4.52   Board Policy 1400, Code of Ethics for Members of the Board of Trustees

4.53   Board Policy 107, Board Policy and Administrative Regulations

4.54   See Section V.B.1.a, Evaluation and Recommendation/Planning Agenda

4.55   Board Policy 4073, AR Limitations on Total Expenditures for Reassigned Time and
        Stipends

4.56   Accreditation Progress Report October2008 (p. 70)

4.57   Board Policy 4011.6, Employment Procedures for Chancellor

4.58   2004 ACCJC Evaluation Team Report (p. 6)

4.59   Board Policy 4011, Employment Procedures for Administrators and Managers

4.60   See Document 4.06: Board Policy 2100.1, Delegation of Authority to the Academic Senate

4.61   Board Policy 3100, Budget Preparation

4.62   Board Policy 148, Evaluation of Chancellor

4.63   See Document: 2004 ACCJC Evaluation Team Report (p. 6); http://www.saddleback.edu/asenate/accreditation/documents/team_evaluation_report.pdf

4.64   College Strategic Planning Process: http://www.saddleback.edu/gov/sp/documents/SCStrategicPlanningProcessfinal.pdf

4.65   Survey of Statewide Administrators

4.66   See Document 4.64: Strategic Planning Process

4.67   See College Organizational Charts

4.68   Strategic Planning at Saddleback

4.69   See Document 4.64: Strategic Planning Process (p. 4)

4.70   See Document 4.68: Strategic Planning at Saddleback

4.71   Office or Planning Research and Grants

4.72   See Document 4.64: Strategic Planning Process

4.73   Board Policy 2101, Delegation of Authority to the College President

4.74   Tech Prep Events; http://www.saddleback.edu/ap/tp/events.html;

4.75   President's Gaucho Gazette Saddleback Newsletter; www.saddleback.edu/news, http://www.saddleback.edu/gov/pbc/

4.76   SC Foundation Bylaws 2010; http://www.saddleback.edu/foundation/about.html

4.77   Board Policy 3610, Auxiliary Organizations; https://www1.socccd.cc.ca.us/docs/board/policies/BP-3610.pdf

4.78   SC Foundation Home Page; http://www.saddleback.edu/foundation/about.html

4.79   SOCCCD Management Organizational Chart

4.80   SOCCCD Facilities and Construction Update Web Site; http://www.socccd.org/businessservices/bs_facilities_construction.html

4.81   2010 District Services Survey

4.82   See Document 4.39: 2009-2010 Final Budget Document (pp. 4-6)

4.83   District Committee 2009

4.84   Board Agenda Item 16, August 2005

4.85   Basic Aid Allocation Reports; http://www.socccd.org/businessservices/bs_fiscal_basicaid.html

4.86   Standard III.D.1.c.

4.87   August 29, 2009, Board of Trustees Agenda Item 6.2 SOCCCD: Basic Aid Project Priority List Approve basic aid list and allocation of basic aid funds as listed. http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=179

4.88   See Document 4.85: August 25, 2005, BOT Agenda Item 16

4.89   Originally called the Chancellor's Executive Council

4.90   2007-2008 District Budget Summary

4.91   See Document 4:38: 2009-2010 (pp. 19-22)

4.92   State Report: South Orange County Community College District 2007-2008; http://www.cccco.edu/Portals/4/CFFP/Fiscal/ccfs311_pdf_files/0708/South_Orange.pdf

4.93   SOCCCD Business Services Audit Report Web Site; http://socccd.edu/businessservices/bs_fiscal_audit.html

4.94   For the full text of this document, see Standard IV.B.2.c.

4.95   2008 Progress Report: College Response to Recommendation 6.B: "Creating an environment which ensures greater administrative stability and empowerment at the college."

4.96   Reference to Self Study Response IV.B.2.c.

UPS	Uninterruptible Power Supply
VETS	Veterans Education and Transaction Services
VOIP	Voice Over IP
VPI	Vice President for Instruction
VPSS	Vice President for Student Service