INDEX Number: 1179

File Name: 1998 ACCREDITATION REPORT ORIGINAL

Box_Number: 004
1998 Accreditation Report
ORIGINAL

disk & paper copies

5/18/98 Self Study
Wendy.doc
SADDLEBACK COLLEGE

1998
INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION

Cover - all PMS 350
Negs provided for cover and dividers.
THE ACCREDITATION SELF STUDY REPORT

OF

SADDLEBACK COLLEGE

Presented to the Western Association of Schools and Colleges

in support of

Application for Reaffirmation of Accreditation

FALL 1998

South Orange County Community College District
Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692

BOARD OF TRUSTEES

Dorothy Fortune, Steven J. Frogue, Joan Hueter, Dave Lang, Teddi Lorch,
Marcia Milchiker, John S. Williams
TABLE OF CONTENTS

Certification of the Self Study Report ................................................................. 1
Abstract of the Report .......................................................................................... 7
Organization for the Self Study .......................................................................... 13
Descriptive Background and Demographics ...................................................... 19
Organization of the Institution .......................................................................... 30
Certification of Continued Compliance with the Eligibility Requirements .......... 31
Responses to the Recommendations from the Most Recent Evaluation ............. 32
Standard One: Institutional Mission .................................................................... 49
Standard Two: Institutional Integrity ................................................................... 55
Standard Three: Institutional Effectiveness ....................................................... 65
Standard Four: Educational Programs ............................................................... 77
Standard Five: Student Support and Development ........................................... 99
Standard Six: Information and Learning Resources ......................................... 113
Standard Seven: Faculty and Staff .................................................................... 127
Standard Eight: Physical Resources .................................................................. 139
Standard Nine: Financial Resources .................................................................. 147
Standard Ten: Governance and Administration ............................................... 165
Planning Summary .............................................................................................. 183
CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

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

From: Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the accreditation status of Saddleback College. We certify that there was broad participation by the College community and we believe the Self Study Report accurately reflects the nature and substance of this institution.

JOHN S. WILLIAMS, PRESIDENT
BOARD OF TRUSTEES
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

KATHLEEN O'C. HODGE, ACTING CHANCELLOR
SADDLEBACK COMMUNITY COLLEGE DISTRICT
CHRISTINA CARROLL, EDITOR
ACCREDITATION SELF STUDY REPORT EDITOR

DIXIE BULLOCK
ACCREDITATION LIAISON OFFICER

CARL CHRISTENSEN, CHAIR
STANDARD ONE: INSTITUTIONAL MISSION

SUSAN GORDON, CHAIR
STANDARD TWO: INSTITUTIONAL INTEGRITY

MARY WILLIAMS, CHAIR
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS
CAROL HILTON, CHAIR
STANDARD NINE: FINANCIAL RESOURCES

MIKI MIKOLAJCZAK, CHAIR
STANDARD TEN: GOVERNANCE and ADMINISTRATION
ABSTRACTS

Throughout the self study, several issues become apparent regarding institutional improvement. First, there is an identifiable need for systematic, coordinated collection and analysis of statistics and student data at the College level. Currently, it is difficult to access information necessary for institutional planning or for assessing institutional effectiveness. Many divisions duplicate the research efforts completed by other divisions for lack of a Dean of Development, Research and Planning. Second, there is concern about the finances at the District level. The District was placed on a financial watch list and moved from a level 3 to a level 2 by the state Chancellor's office. During the completion of the self study report, however, the District made huge strides in bringing its contingency account to an acceptable level. Third, there seems to be a lack of clear communication between the South Orange County Community College District Board of Trustees and all levels of shared governance units. A partial solution to this issue may depend upon a mutual agreement on the definition of the phrase "rely primarily upon" which appears in a board policy statement defining the authority of the Academic Senate. Finally, there is continued fallout from the administrative reorganization that the Board elected to impose on the College in July, 1997. The structure of the College's administration was significantly altered to reduce the number of Deans overseeing academic and student support divisions. Several divisions were merged, with fewer Deans overseeing many more areas of responsibility than before. This has had a negative impact on the effective day-to-day operations of the divisions and the College.

STANDARD ONE: INSTITUTIONAL MISSION

Saddleback College's philosophy and goals are derived from the mission statement of the Board of Trustees of the South Orange County Community College District (SOCCCD). The primary responsibility for overseeing their application lies with the Strategic Plan Steering Committee which meets regularly to review the philosophy and goals and make recommendations to the
Board. The Board's decision to move the Emeritus Program from Saddleback College to the District did not follow this process, and a need for improvement in the application of the process is recognized.

The lack of a coordinated College-wide plan for institutional research is also a matter which requires resolution. Additionally, the District's mission statement and the College's philosophy and goals need to be modified on a regular basis to reflect state-mandated requirements.

**STANDARD TWO: INSTITUTIONAL INTEGRITY**

Saddleback College has a number of academic policies and procedures already in place that ensure students a sound educational curriculum while providing academic excellence. The faculty and staff work in an atmosphere of academic freedom and integrity. The College has made great strides in fostering a supportive climate with respect to issues of equity and diversity by developing a culturally diverse curriculum, a Cross-Cultural Studies Program, an International Students' Center, student clubs and activities, and faculty and staff in-service programs.

**STANDARD THREE: INSTITUTIONAL EFFECTIVENESS**

Many entities at Saddleback College carry out the research necessary for program evaluation and review. Unfortunately, the decision of the SOCCCD not to hire a Dean of Development, Research and Planning makes the gathering of necessary data difficult and cumbersome. The lack of one central research office limits the ability of the various departments to share data with one another. The implementation of the new information management system will assist in providing the campus with the centralized data necessary for effective research. Staffing limitations in the Innovation and Technology Center, however, impact the ability of the College to support its computer infrastructure.

While the planning process has been established, and appropriate documents are in place, there is concern by much of the campus community as to how decision-making is carried out. A six-year rotation of program evaluation is under way and needs to continue as scheduled.

The College clearly delineates its mission and purpose through the Catalog, as well as in several other documents. Ways in which these objectives are achieved are clearly communicated to the public.

**STANDARD FOUR: EDUCATIONAL PROGRAMS**

The stated mission of Saddleback College includes a commitment "to providing high quality postsecondary educational opportunities." Saddleback College offers educational programs that provide lower division transfer and associate degree programs, occupational certificate programs, community education, non-credit education, and specialized programs that are comprehensive and highly regarded by the College and general communities.

Through its educational programs and its highly qualified faculty and staff, the College affirms its commitment to high standards. The current full-time hiring policies of the College ensure a
process by which new faculty are added to guarantee the continuation of educational excellence at Saddleback College. The College must strive for the 75 percent full-time to 25 percent part-time faculty ratio, especially in divisions where there are large numbers of part-time faculty.

The College regularly evaluates the general education package for the associate degree and has recently added a Computer Literacy competency requirement. Certificate program requirements are also evaluated annually by divisions and appropriate advisory boards. The awarding of credit and grades is based on clearly stated objectives and criteria, and Saddleback College students who transfer to baccalaureate institutions demonstrate that the academic standards at Saddleback College are equal or superior to those of the transfer institutions. Distance education courses complement the overall educational program by providing curriculum opportunities for students who find it difficult to attend the more traditional programs on campus.

College publications, including the College catalog, the Schedule of Classes, and the Continuing Education Spectrum, provide accurate information about the College and provide students and the community with an overview of all of the educational programs.

To ensure that the educational programs at Saddleback College continue to be of high quality, the District Budget Committee must address the model of allocation of funds to the College so that financial support is commensurate with the goals and objectives of Saddleback College.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

Saddleback College students enjoy a full range of student support services and programs, including admissions, counseling, services for students with disabilities, financial assistance, matriculation, job/career search services, re-entry services, transfer services, child care, health services, safety and security services, co-curricular and student government activities, tutorial services, a College bookstore and a cafeteria. Information regarding these programs, services and facilities is available in the Schedule of Classes, the Saddleback College Catalog, on the College Web site, in the Student Handbook, and through other College program publications.

Since its opening in June of 1990, the Student Services Center has housed the majority of Student Services programs. By centralizing Student Services departments, the College has increased the accessibility of resources and its ability to coordinate services and programs. Computer availability and utilization has enhanced information acquisition and dissemination, and facilitated service delivery to students. The establishment of a telephone registration system has simplified and expedited the registration process. Departments within Student Services continue to assess student needs and evaluate program effectiveness. Results are used to modify and expand services to meet the needs of the College's growing and changing population.

Faculty, administrators, and staff recognize the need for a relational student information system and an automatic student tracking system. Using Title III funds, an automatic student tracking system is scheduled for implementation in 1998. More efficient and effective data collection will provide information that can be used for program evaluation and planning purposes. While funding restrictions and staffing issues continue to challenge all Student Services programs, a
firm commitment to maintain a comprehensive array of quality services that facilitate, support, and enhance the instructional program remains a priority for Saddleback College.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

The components of Information and Learning Resources at Saddleback College are the library, the Learning Assistance Program and the Interdisciplinary Computer Center, and the Innovation and Technology Center.

Information and Learning Resources has an expert academic and classified staff. There are established procedures for involving faculty in selecting new resources and several vehicles are used to inform the College of new resources and technologies. The Interdisciplinary Computer Center and the new open-access computer lab in the library provide access to technology for class and individual use. The peer tutoring program is supported by more than 100 volunteer tutors. Library research classes and orientations are in high demand. The extensive CD-ROM local area network and Web-based databases provide access to a wide array of citation-only indexes and full-text resources.

There is a recognized need for coordinating the various evaluation efforts, updating the reference and circulating book collections, expanding the audio-visual collections, and stabilizing the classified staff technical and public service areas.

STANDARD SEVEN: FACULTY AND STAFF

Continued fiscal restraints have had a pronounced effect on staffing levels at the College and vacancies exist in all areas of faculty, administration, and classified staff. College committees have created procedures to prioritize the order in which vacancies will be filled when funding becomes available. The Board of Trustees has reduced the administrative structure of the College, and has also increased its decision-making power in the hiring of senior administrators.

Faculty and staff are encouraged to utilize staff development opportunities afforded by the College and from funds made available to the faculty and staff from the state. Staff development committees plan activities, review requests for funds, and assess the evaluations required for all funded activities.

Faculty and staff are evaluated on a regular basis and the evaluation process continues to be assessed so that contractual conditions are followed and improvements are considered to make the process more responsive and timely. The effect of the reduction of administrative personnel on the evaluation process is being analyzed.

STANDARD EIGHT: PHYSICAL RESOURCES

Saddleback College is a comprehensive campus community that provides facilities for academic instruction, learning resources, student services, physical education and athletic programs, community education, and College and District administration. The campus encompasses a total of 608,641 gross square feet with an assignable area of 434,855 square feet. In addition, over 50 off-
The District’s education and facilities master planning process supports the institutional goals of the College. The Facilities Master Plan for Saddleback College is designed as a physical interpretation of the Educational Master Plan and guides future development. The identification of projected weekly student contact hours (WSCH) for a build-out of 28,000 students at Saddleback College was translated into space requirements. The final plan presents a model that will meet the projected needs to maximize enrollment at the College. Because of state fiscal parameters, however, realistic timelines for construction must be addressed. Creative strategies are needed for financing future planned projects.

The District and Saddleback College have undertaken the task of upgrading and improving technological resources for instruction and administration. Through the initiation of Certificates of Participation the College now enjoys a dynamic and modern District-wide computer network. However, the need to upgrade and replace non-instructional equipment still must be addressed and funding sources identified.

Finally, Saddleback College places a very high priority on public safety, occupational health and safety, risk management, and disaster preparedness planning. The institution focuses on prevention and preparedness measures that nurture and maintain an environment that is conducive to the learning process.

**STANDARD NINE: FINANCIAL RESOURCES**

Since the last accreditation, the South Orange County Community College District has faced significant financial challenges. During the 1990-1991 fiscal year the District became a “basic aid” district receiving the majority of its funding from local property taxes. Due to a downturn in the economy and reduced property values, the District reverted to the state Program Based-Funding formula during the 1996-1997 fiscal year. As a result of the Orange County Bankruptcy in 1994 the District was faced with the challenge of reducing budgets $2.4 million mid-year. It has taken the District time to recover from these financial challenges, however, projections for the 1997-1998 ending balance indicate a significant improvement in the District’s fiscal condition.

At Saddleback College there has been a need to respond to the financial challenges facing the District. The College budget was $39.5 million in 1993-1994 and $40.7 million in 1997-1998, an increase of only three percent in four years. The College has reduced personnel significantly in all employee groups, has implemented a number of utility cost-saving measures, and has severely limited supply and material budgets. Despite these cost-saving measures, personnel costs continue to consume a high portion of the budget, primarily due to inflationary factors within salary schedules. The College struggles with funding existing personnel costs and funding extra classes to achieve growth targets, while ensuring adequate personnel levels, and maintaining supplies and materials budgets.
STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The South Orange County Community College District Board of Trustees operates within policy and written guidelines, however, it has circumvented effective past practices in altering its policy for hiring executive administrators by minimizing input from shared governance units at the College level. A majority of the Saddleback College community that participated in the Institutional Effectiveness Survey (IES) in May, 1997 does not believe that the Board adequately represents the public interest or effectively ensures the financial soundness of the District and its two colleges.

There have been five different acting and permanent College presidents in the past six years and the College has had to undertake creative operational adjustments with each new president and presidential style. The SOCCCD Board of Trustees significantly reduced the College's administrative organization in July, 1997, which had a negative result on the morale of the remaining Deans and on the College community as a whole. The institution supports faculty, staff and student participation in governance, although recent reductions in reassigned time may have a negative effect on the ability of faculty to effectively participate in the shared governance process.

The SOCCCD has a history of effective leadership. Since 1992, however, there have been four different acting and permanent Chancellors. It is apparent from the responses to the IES that the District needs to communicate more completely to the College community about its operations.
ORGANIZATION FOR THE SELF STUDY

Conducting a thorough self-assessment in an institution of Saddleback College's size and complexity requires careful organization and planning. Given the need to adapt to the Accrediting Commission's new standards of evaluation as well as the coordination required by simultaneous evaluation visits for the two Colleges in the District further underscored the need for a well-organized effort. Particular attention was given to the following elements:

- Adequate time for preparation of the College self study.
- Adequate time and planning for coordination with the District Office and the sister institution, Irvine Valley College.
- Leadership for the entire self study process.
- Additional leadership to provide attention to stylistic requirement.
- Formation of standard committees with representation from all segments of the College community, as well as District and Board representation in appropriate sections.
- Documentation and surveys to support findings and conclusions, as well as to elicit maximum input in determining institutional perceptions.
- Progress reports to the College community, the District and the Board of Trustees.

In Spring, 1996, following broad consultation, the College President began the self study process by announcing the academic leadership position of Accreditation Self Study Chair. In order to underscore the importance of the faculty's role in accreditation and to ensure uninterrupted attention to this important project, the position was established on a partial reassigned time basis for the 1996-1997 planning period and on a full, 100 percent reassigned time basis for the 1997-
1998 implementation period. An Accreditation Self Study Edi
reassigned time basis, was established.

The following timeline was adopted and has been followed:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, 1996</td>
<td>1. Select Self Study editor.</td>
</tr>
<tr>
<td>Fall, 1996</td>
<td>1. Identify Self Study Standard Committees and incorporate changes.</td>
</tr>
<tr>
<td></td>
<td>2. Provide training for Self Study Committee.</td>
</tr>
<tr>
<td></td>
<td>3. Review Institutional Effectiveness Survey (and incorporate changes).</td>
</tr>
<tr>
<td>Spring, 1997</td>
<td>1. Identify classes to administer Community (CCSEQ).</td>
</tr>
<tr>
<td>Fall, 1997</td>
<td>1. Review and disseminate results of CCSEQ.</td>
</tr>
<tr>
<td></td>
<td>2. Administer, review, and disseminate results.</td>
</tr>
<tr>
<td></td>
<td>3. Complete self-evaluation and planning agenda.</td>
</tr>
<tr>
<td></td>
<td>4. Present status report to the Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>2. Review first draft with entire College community and selected District staff during Faculty In-Service Days.</td>
</tr>
<tr>
<td></td>
<td>3. Establish Internet Web site (<a href="http://www.saddleback.edu">http://www.saddleback.edu</a>) further review from College community and public.</td>
</tr>
<tr>
<td></td>
<td>4. Review revised document with the Board and public.</td>
</tr>
<tr>
<td></td>
<td>5. Proceed with publication arrangements.</td>
</tr>
<tr>
<td></td>
<td>2. Disseminate document to College community.</td>
</tr>
<tr>
<td></td>
<td>3. Mail Self Study report and related material.</td>
</tr>
<tr>
<td>Fall, 1998</td>
<td>1. Visit by evaluation team.</td>
</tr>
</tbody>
</table>

The combination of formal meetings, broad communication (mail system) and institutional leadership enabled Saddleback College with respect both to the timeline for accomplishing specified tasks and to the document's high quality. Finally, the College President and the Board of Trustees provided support by serving as a vehicle for the review and adoption of the Self Study report.
referred to appropriate governance organizations such as the Academic Senate. This final step in the process was adopted in order to ensure institutional ownership in the specific plans, making the Self Study process an integral aspect of the College’s planning and development activities.

STEERING COMMITTEE

Wendy Gordon Lewis  Accreditation Self Study Chair
Christina Carroll  Accreditation Self Study Report Editor
Richard McCullough  Saddleback College Acting President
Ned Doffoney  Saddleback College President
Bill Andrews  Accreditation Liaison Officer (1996-1998)
Dixie Bullock  Accreditation Liaison Officer (1998)
Kathleen O’C. Hodge  South Orange County Community College District

LIASON

Carl Christensen  Standard One Chair
Susan Gordon  Standard Two Chair
Mary Williams  Standard Three Chair
Maureen Smith  Standard Four Chair
Paula Jacobs  Standard Five Chair
Ana Maria Cobos  Standard Six Chair
Mark Kruhmin  Standard Seven Chair
Harry Parmer  Standard Eight Chair
Carol Hilton  Standard Nine Chair
Miki Mikolajczak  Standard Ten Chair
STANDARD ONE: INSTITUTIONAL MISSION

Carl Christensen  Faculty (Chair)
Marly Bergerud  Administration
Don Busché  Administration
Mike Merrifield  Faculty

STANDARD TWO: INSTITUTIONAL INTEGRITY

Susan Gordon  Classified Leadership (Chair)
Pat Heuneman  Classified
Bill Holston  Faculty
Patrick Reddick  Student
Bill Riley  Faculty
Dan Rivas  Administration

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Mary Williams  Classified (Chair)
Wendy Baker  Administration
Linda Bashor-Lannan  Classified
Bill Brummel  Faculty
Tim Gertz  Student
Ann Hagerty  Faculty
Jeanne Smith  Faculty
Steve Smolen  Faculty

STANDARD FOUR: EDUCATIONAL PROGRAMS

Maureen Smith  Faculty (Chair)
John Allen  Faculty
Bill Andrews  Administration
Kay Cox  Faculty
Margaret Gritton  Faculty
Dawn Lindsay  Faculty

GENERAL INFORMATION
STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

Paula Jacobs   Faculty (Chair)
Randy Anderson  Faculty
Jerilyn Chuman  Administration
Joyce Hanna    Classified
Vern Hodge     Administration
Jeanne Mazique-Craig  Faculty
Linda Newell    Administration
Sharon Nussenbaum  Faculty
Larry Twicken   Faculty

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Ana Maria Cobos  Faculty (Chair)
Susan Corum      Administration
Gita Satyendra   Faculty
Mark Schiffelbein Classified Leadership
Bonnie Stephenson  Faculty (Associate)
Patti Weekes     Classified
Tom Weisrock     Faculty

STANDARD SEVEN: FACULTY AND STAFF

Mark Kruhmin     Classified (Chair)
Greg Bishopp     Administration
Beth Brokaw      Classified
Jennifer Forouzesh  Faculty
Lee Haggerty    Faculty
Roni Lebauer     Faculty
Richard McCullough  Administration
Penny Lewis     Classified
Bill Riley       Faculty
STANDARD EIGHT: PHYSICAL RESOURCES

Harry Parmer Faculty (Associate)/Classified Leadership (Chair)
Doug Barr Administration
Cloyce Kelly Classified
Tom Morgan Faculty
John Ozurovich Administration

STANDARD NINE: FINANCIAL RESOURCES

Carol Hilton Classified Leadership (Chair)
Dixie Bullock Administration
Bob Cosgrove Faculty
Adrian Craciun Student
Cal Nelson Faculty
Armando Ruiz Faculty
Katie Slavin Classified Leadership
Linda Wood Classified
Sharon Yost Classified

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

Miki Mikolajczak Faculty (Chair)
Trudi Baggs Classified
Lloyd Evans Administration
Tim Greene Faculty (Associate)
Kathleen O'C. Hodge Administration
Don Mineo Classified
Patrick Reddick Student
Terrill Robinson Administration
Gary Stakan Administration
Rick Travis Student
NATURE AND HISTORY OF THE COLLEGE

Saddleback College was founded concurrently with the Saddleback Community College District in 1967, offering its first classes in 1968. The organizational structure since that time is best described in six distinct phases or periods.

Saddleback College is one of two separately accredited colleges in the South Orange County Community College District. During the course of its history, the College has experienced two patterns of change which have had a significant impact upon its development: organizational alterations, and growth.

PERIOD I (1967-1979)

Saddleback College and the District operated as a single entity under a chief executive officer who served as both Superintendent of the District and President of the College.

PERIOD II (1979-1981)

In 1979 a satellite campus was opened in Irvine. Saddleback College in Mission Viejo was designated as the "Main Campus" and the satellite was designated as the "North Campus," both operating as components of the single College which retained the name "Saddleback College." The chief executive officer continued to serve as both Superintendent of the District and President of the College. The Main Campus was headed by a Dean of Instruction, who also served as Assistant Superintendent of the District.
During this phase the North Campus was elevated from satellite to campus status, altering the organizational structure to a multi-campus, single-college District. The Superintendent/President's position was changed to Chancellor of the District. Presidents were appointed to serve as chief executive officers of the Main Campus and the North Campus. A new Chancellor was appointed in 1982.

In 1983 discrete District offices were established and later expanded by the Chancellor. The Main Campus was changed in title to Saddleback College South and a new president was appointed. The designation of the North Campus was changed to Saddleback College North. During this period certain functions were centralized under the District's authority, while others were decentralized under the campuses.

In 1985 the Board of Trustees adopted a new organizational structure and established the District as a multi-college organization. Saddleback College South emerged with its own identity as Saddleback College; Saddleback College North was named Irvine Valley College (IVC). In 1986 a new District Chancellor was appointed and, in conjunction with the College Presidents, arranged for the further decentralization of former District functions as well as increased decision-making authority for the colleges.

Saddleback College enjoyed a stable organization, consistent leadership by the institution's President of nine years, and an effective system of governance. Although Saddleback shared the financial concerns of all other California community colleges as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon its educational and institutional development, and supported the College's progress in significant areas of accomplishment.

Saddleback College, beginning with a student population of 2,500, now serves an approximate enrollment of 22,000 students at its 200-acre campus in Mission Viejo and 30 off-campus sites. Enrollment growth has supported Saddleback College's development into a large, comprehensive community college which offers to residents of the area a broad spectrum of programs and services: academic degree programs for transfer, occupational degree and certificate programs, general education, continuing education, community services, and student support services. Both the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees are available to students.

Since the last accreditation visit in 1992, Saddleback College has experienced an intense period of administrative change. In 1992, its President of ten years resigned to take a position as President of another college. This set into motion a long chain of administrative changes: an acting President from 1993-1994, a permanent President from 1994-1998, and an acting President from...
1998 until the present. A similar chain of events took place in the office of the Vice-President. In 1995, the Vice-President of Instruction retired after 12 years in that position. There was an acting Vice-President from 1995-1996, a permanent Vice-President from 1996-1998, and an acting Vice-President from 1998 until the present.

Concomitantly, the District also experienced great administrative turnover, with its Chancellor of seven years retiring in 1993. An acting Chancellor followed from 1993-1994, a permanent Chancellor from 1994-1998, and an acting Chancellor from 1998 until the present. Additionally, the Vice-Chancellor for Administrative Services retired in 1995 and a new Vice-Chancellor for Educational Services was selected the following year. That Vice Chancellor is now the acting Chancellor with yet another acting Vice Chancellor in the vacated position.

Then, in 1996, the District Board of Trustees took action to initiate a review of the District name. It sought input from all shared governance units and requested, in January 1997, to change the name of the District. In April 1997 the Board approved the District’s name change from Saddleback Community College District to South Orange County Community College District.

In July, 1997, the District Board of Trustees made sweeping adjustments in the administrative structures at both Saddleback College and at IVC, with the elimination of the school-chair model which had served at IVC as the Dean model had at Saddleback. Five Saddleback College Deans were transferred to IVC to oversee new areas of administration. One of those Deans exercised his right to retreat to classroom instruction at Saddleback. The four Deans who remained at Saddleback College had their administrative areas and duties greatly expanded, with each Dean in charge of two or more Divisions.

Such intense and profound change has had an incalculable impact on all levels of the organization. It has served (and continues to serve) as a litmus test of the true mettle of Saddleback College’s administration, faculty, and staff. The institution continues to strive towards excellence in its educational mission, in no small part fueled by the collective determination of its remaining administrators, and its faculty and staff.

DEMOGRAPHIC OVERVIEW

When Saddleback College was founded in 1967, South Orange County was a large rural area with a sparse population clustered in quiet, distinct towns and communities. Despite the economic downturn of the early 1990s and the huge impact of the Orange County bankruptcy declaration, it is, once more, one of the nation’s most prosperous and dynamic areas, desired by major businesses for its potential as a location for corporate headquarters.
The area’s temperate climate, the proximity to some of the Pacific Ocean’s most beautiful coastal beaches, and the desirable location between Los Angeles and San Diego have contributed to a marked population explosion. South Orange County had a total population of 148,000 in 1968. The population projection for the year 2000 is approximately 769,000.

Saddleback College’s service area is composed of the communities of Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Laguna Hills, Laguna Niguel, Mission Viejo, Rancho Santa Margarita, Las Flores, Portola Hills, San Clemente, San Juan Capistrano, and South Laguna. Laguna Hills is shared with Saddleback College’s sister College, Irvine Valley College.

On the southeast it is bordered by San Diego County. The area’s total 1990 population stands at 303,783 and it is projected to grow to 457,055, a 50 percent increase, by the year 2000. In 1990 there were 158,400 housing units and by the year 2000 this number is projected to increase to 194,800, again, a 23 percent increase. The rate of employment growth will more than double that of population and housing by the year 2000.

Few of the communities in the Saddleback College service area have leveled off in growth. Only Mission Viejo and South Laguna have been fully developed. The other communities are projected to grow by about 40,000 housing units in the next decade. Continued growth of the student population is expected as a result of anticipated high school graduation rates during the next ten years. For example, the Capistrano Unified School District is projecting a doubling of enrollments, from 28,500 students to over 50,000 students by the year 2000.

Growth and urbanization have drawbacks as well as gains. For some time, the most challenging problem has been transportation. Anticipating this, the South Orange County Community College District recognizes the future need for a third site within the next ten years. The recession of the early 1990s, opportunities for distance learning, provision of courses via the Internet and the acquisition of the Tustin Marine Corps Air Station, however, have slowed the immediate need for establishing a third location.

There are two four-year public institutions of higher education in the Saddleback College area: the University of California at Irvine and California State University at Fullerton. Tuition increases and enrollment limitations at both institutions have resulted in increased transfer-oriented student enrollments at the College. California State University, Fullerton has a satellite campus located at Saddleback College, enrolling over 2,000 students in upper division coursework.

Two trends, seen at most California community colleges, are evident at Saddleback College. The number of minority students enrolled is increasing at a significant rate, and the demand for transfer courses is also increasing.

The charts on the following pages provide additional demographic information about area population and a more detailed portrait of the College’s student population.
TOTAL DISTRICT POPULATION
NORTHERN AND SOUTHERN SERVICE AREAS.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>1980</th>
<th>1990</th>
<th>Amount</th>
<th>%</th>
<th>% of District 1980</th>
<th>% of District 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>199,569</td>
<td>283,106</td>
<td>83,537</td>
<td>41.86%</td>
<td>53.78%</td>
<td>48.24%</td>
</tr>
<tr>
<td>South</td>
<td>171,531</td>
<td>303,783</td>
<td>132,252</td>
<td>77.10%</td>
<td>46.22%</td>
<td>51.76%</td>
</tr>
<tr>
<td>District</td>
<td>371,100</td>
<td>586,889</td>
<td>215,789</td>
<td>58.15%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

FIGURE 2

DISTRICT MINORITY POPULATIONS, 1980-1990
NORTHERN AND SOUTHERN SERVICE AREAS

FIGURE 3

DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS
ETHNIC COMPOSITION AND CHANGE IN DISTRICT POPULATION
1980 COMPARED TO 1990

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amount</td>
<td>1980</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25,481</td>
<td>63,532</td>
<td>38,051</td>
<td>149.33%</td>
</tr>
<tr>
<td>Non-Hispanic Black</td>
<td>4,918</td>
<td>9,851</td>
<td>4,933</td>
<td>100.31%</td>
</tr>
<tr>
<td>Asian</td>
<td>13,116</td>
<td>49,994</td>
<td>36,878</td>
<td>281.17%</td>
</tr>
<tr>
<td>White</td>
<td>315,555</td>
<td>462,500</td>
<td>147,145</td>
<td>46.66%</td>
</tr>
<tr>
<td>Other</td>
<td>12,230</td>
<td>1,012</td>
<td>-11,218</td>
<td>-91.73%</td>
</tr>
<tr>
<td>District Total</td>
<td>371,100</td>
<td>586,889</td>
<td>215,789</td>
<td>58.15%</td>
</tr>
</tbody>
</table>

FIGURE 4

Saddleback College Enrollment Trends
Fall Semester, First Census

From 1991 to 1995, the College's enrollment declined by 11 percent, due, in large part, to the imposition of a $50 per unit charge to students with a Bachelor's degree or higher. When that financial charge was lifted in 1995, enrollment figures began to climb. It is projected that enrollments will exceed 28,000 students by Fall, 2010.

FIGURE 5

GENERAL INFORMATION
Beginning in Fall, 1974, the seventh year of Saddleback College’s operation, women students achieved the status as the majority gender group. As evidenced in the above chart, women now comprise 61 percent of the total student population.

First-time students are new to Saddleback College. First time transfer students are new to the College, but have previously attended another institution of higher education. Returning transfer students left the College for another institution of higher education and then returned. Returning students previously attended the College, but not the past semester. Continuing students attended the College the previous semester, not including summer semesters.
The chart above shows a decrease in the continuing student category over in 1992 and 1993, reflecting the overall decline in enrollment during that period, followed by a steady (if small) increase. The other four categories show minimal change during that period.

**Figure 8**

From 1992 to 1997 all age groups decreased slightly, but are climbing steadily towards their 1991 levels, except for the "22 to 29" group which has steadily decreased. The "50 and over" group is primarily comprised of Emeritus Institute students taking non-credit courses.

**Figure 9**

Since Fall, 1991, the percentage of students that have indicated they are white has declined by ten percent while the number indicating one of the non-white ethnic categories has increased from 16 percent to 23 percent. The number of students that do not provide an ethnic code has increased from three to seven percent.
Over the period covered by the above chart, the number of students indicating they are non-white increased by 32 percent and the number of students indicating they are white decreased by 18 percent.

The number of non-white students at Saddleback College is increasing at a faster rate than the number of white students.

**Figure 10**

Part-time students are the majority group at Saddleback College. They are defined as credit students who enroll for less than 12 units per semester.

Part-time students comprise 71 percent of total credit enrollments. This group declined in enrollment from 1992 through 1995.

**Figure 11**

Descriptive Background and Demographics
Over the nine year period covered in the preceding chart, Saddleback College conferred 7,550 Associate in Science or Associate in Arts degrees to students.

![Bar chart showing degrees and certificates awarded from 1988 to 1993]

**Figure 12**

Over the six year period covered in the above chart, Saddleback College awarded 2,107 certificates to students.

![Bar chart showing personnel in full-time faculty, associate faculty, full-time classified, and administrative positions]

**Figure 13**

Within the full-time faculty, 44 percent are female and 15 percent are ethnic minorities. Within the associate faculty, 54 percent are female and 11 percent are ethnic minorities. Within the classified staff, 62 percent are female and 21 percent are ethnic minorities. Within the administrators, 41 percent are female and 24 percent are ethnic minorities.
At Saddleback College, minority racial/ethnic categories comprise some 14 percent of the employees, while within the South Orange County Community College District, minority racial/ethnic categories comprise some 17 percent of the employees. District-wide, the population is composed of 24 percent minority racial/ethnic staff. Hispanic ethnicity is the largest minority within the District.
CERTIFICATION OF CONTINUED COMPLIANCE WITH THE ELIGIBILITY REQUIREMENTS

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The Committee agrees that Saddleback College continues to meet each of the twenty eligibility requirements for accreditation set by the Western Association of Schools and Colleges.

STATEMENT OF ASSURANCE

We hereby certify that Saddleback College continues to comply with the eligibility requirements for accreditation established by the Western Association for Schools and Colleges.

______________________________  ________________________________
Richard McCullough                    John S. Williams
Acting President, Saddleback College   President, Board of Trustees

'District

______________________________  ________________________________
Date                                Date

South Orange County Community College
During October 13, 14 and 15, 1992, Saddleback College was visited by an evaluation team assigned by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The visit resulted in a report and specific recommendations which were endorsed by the Accrediting Commission in January, 1993, along with the commission's action to reaffirm the College's full accreditation for the maximum five-year period.

The accreditation process was a positive and constructive experience for the College, from the self study to the team visit and action by the Accrediting Commission. The College has elected to keep the Accreditation Report in the forefront of its annual evaluation and planning activities. It is utilized by all divisions, governance organizations and the College President's Council in assessing progress and in establishing annual goals and objectives. It is also a regular component of the College's annual report to the Accrediting Commission. The status of Saddleback College's responses to the recommendations contained in the 1992-1993 Accreditation Report follows.

Saddleback College's Midterm Report was accepted by the Commission. However, due to insufficient progress toward two of the focused issues raised by the accrediting team, the Commission requested a follow-up report to be submitted by April, 1997, documenting additional progress and changes accomplished toward those two critical areas of concern.
**COMMISSION FOCUSED ISSUES**

While the Self Study points to considerable tension between the College and the District, particularly in relation to perceived inequities in the budget allocation model, the Team concluded that the situation is aggravated by poor communication about the allocation model, limited understanding on the part of college personnel on how the model works and inaccurate information on how the budget process has been and can be changed.

Both the College and District have undergone a critical period of transition in leadership during the three years since the Accrediting Team's visit to Saddleback College. After a year's search, the new President and Chancellor began their administrative roles in Spring, 1994. The new leadership has renewed positive relationships and dissolved some of the tension between the two colleges and the District.

Much attention and effort have been devoted to modifying the District budget allocation model. The District Budget Committee has worked on numerous changes to streamline the budget process, such as reducing the committee size and reaching recommendations by consensus rather than by majority vote. Although many adjustments to the budget allocation model have been made during the past three years to offset areas of inequity, the committee must comprehensively study the allocation model itself. The previous tension noted by the Accrediting Team is the result of frustration at the College that believes it operates under an inequitable model, rather than the limited understanding of how the model works. The Chancellor has made a commitment to re-examine the model by contracting with a consultant to review the existing District allocation model and budget process. The District Budget Committee will continue to provide leadership in the consultation process regarding the revision of the budget allocation model and budget process.

At the College level, continued in-service will be offered for faculty, staff, and administrators so that the College community is knowledgeable and understands the changes which occur within the District allocation model and the budget process.

**FOLLOW-UP PROGRESS REPORT:**

In Fall, 1995, through the leadership of the college presidents and the Academic Senate presidents, an ad-hoc committee composed of college administrators, faculty, and staff was formed to develop a different approach to the budget development process. After several months of meetings, in March, 1996, a new budget development process, bearing the full support of all College shared governance groups, was presented to the Board of Trustees, for approval. With the approval of the Board, the District and both colleges have successfully implemented the new process and it has been openly discussed throughout the College by the various shared governance groups, such as the Academic Senate, Classified Senate, Deans' Cabinet, and President's Council.

While both colleges continue to vie for resources to meet student needs, the level of discourse is now marked by openness and frankness. The divisiveness of prior years has been replaced by...
an understanding of the budget development process and regular reports by College representa-
tives serving on the District-level committee to College shared governance groups.

Both personal and written communication need to be improved between the District and the
College at all levels. All Groups should strive to improve communication through better
dissemination of factual information, use of formal and informal communication links,
and more use of shared governance opportunities to strengthen communication with
all constituencies.

The Academic Senate at each college recognizes the need for better communication between
the colleges and with the District. Beginning in 1993-1994, the College Academic Senate sched-
uled two joint senate meetings each semester to accomplish the following:

1. Enhance communication among faculty throughout the District.
2. Develop greater knowledge and understanding of the issues specifically related to each
   individual institution.
3. Address the academic and professional issues identified under AB 1725 shared gover-
nance which have District-wide implications.

To further enhance the process of communication through shared governance, the joint
Academic Senates were successful working with the colleges and District Trustees in
developing and adopting a shared governance board policy. This policy, adopted by the
Board during the 1994-1995 academic year, will help each college clarify and develop its
own internal governance processes.

The District and the College communicate mainly through the Chancellor's executive cabinet.
The President serves as the representative for the College. Written and personal communication
have not been on a regular basis. However, during Spring 1995, the Chancellor frequently commu-
nicated to the College community to update the District's financial status after the Orange
County bankruptcy.

The most recent personnel changes in District and College, effective July, 1995, may catapult a
much improved understanding and communication between the College and the District. The
District Director of Planning, Research and Development assumed a new role as Saddleback
College Interim Vice President for Instruction, and Saddleback College Dean of Continuing Educa-
tion has been reassigned to the District Office as the Associate Vice-Chancellor. Both the College
and District expect this new leadership will enhance communication.

FOLLOW-UP PROGRESS REPORT:

Since the submission of the midterm report, the District and the College continue to be chal-
lenged to make significant improvement in both personal and written communication. It is
recognized that major efforts must be undertaken to improve shared governance relationships
between the two entities. To this end, the Board of Trustees plans to schedule a workshop on the

34

GENERAL INFORMATION
topic of shared governance. After the conclusion of the workshop, the College community will be surveyed to ascertain its perspective concerning the satisfactory nature of District and College communication.

Perhaps the most serious problem at the College involves diversity and equity. Overt examples of hostility toward specific underrepresented groups were evident during the Team's visit, and goals for improving staff diversity are not being met. While much is being done to improve the situation for underrepresented students and staff, including the appointment of a District Affirmative Action Officer and the proposed addition of a multicultural graduation requirement, more must be done to remove all doubt that the College and its personnel embrace and support diversity and equity for all persons.

The College has experienced significant student demographic shifts in the past five years. The institution is in the process of responding to these changes. The hate incidents on campus during recent years have sounded serious alarms for the College to examine all aspects of curriculum, program offerings, institutional climate, and staffing that would perpetuate cultural and/or racial conflicts. The College has completed evaluation of policies, procedures, and personnel practices that have contributed to the racial conflicts. This process has resulted in an extensive list of activities and programs targeting an inclusive climate of embracing diversity and equity on campus. A selected list of examples of activities and programs implemented during the last three years are as follows:

1. A consultant was contracted to provide a series of campus-wide dialogues called "Face to Face" following one of the most disturbing hate incidents in 1993. The sessions focused on the healing process, as well as planning agenda, for the College in dealing with the issue of racial harmony.

2. A Consulting Team was contracted in 1994 to assess the existing curriculum and program offerings relating to cultural diversity. The team made specific recommendations for developing a cross-cultural studies program.

3. The College adopted the cultural diversity graduation requirement in 1993. New courses, such as Ethnic Women's Issues, Ethnic Voices in Literature, and The Mexican American in Contemporary Society have been offered regularly, adding to an extensive list of existing courses satisfying the new requirement.

4. The Cross Cultural Studies program was established in Fall, 1994, with a 60 percent coordinator and part-time support staff. An active advisory committee with College-wide representation was instrumental in establishing budget, program focus, and curriculum development for the program. Several new courses were developed, such as Cross Cultural Studies 1 and 2 and Asian American Culture in the United States. Saddleback College now offers an associate degree in Cross Cultural Studies. The program has enjoyed widespread support, especially from the Associated Student government.
5. The College has renewed its pledge to support diversity in the appointment of a College Staff Diversity Officer, who oversees all College hiring committees to assure compliance with affirmative action guidelines.

6. The College co-sponsored the community-based conference “Building Bridges to the 21st Century Celebrating Diversity” in June, 1995, focusing on multiple aspects of race, gender, and religious diversity. Faculty, staff, and students actively participated in the conference.

7. The College established the Student Equity Committee chaired by the College Staff Diversity Officer to address the process of developing a long-term plan relating to diversity and the implementation of the College Equity Plan.

8. Disability Awareness Day has become a regular event on campus since 1993, helping students gain understanding of the world of disabled persons.

9. The Associated Student Government sponsored and participated in numerous events which promoted a more inclusive campus climate. A few examples follow: The first International Fair, the two-week Multicultural Experience, and the Native American Pow-Wow.

10. Faculty Development programs, with a focus on embracing diversity, have been increased since 1992. A few examples follow: Rainbow Voices - multicultural experiences in diverse voices, Humanities Hour - Guest Speakers with prominent writers such as Rudolfo Anaya, and the workshop on Women Voices across Cultures.

11. The Academic Senate, in an effort to keep the issue of cultural diversity in the forefront of our institutional dialogue, developed and adopted a resolution as a statement of philosophy against prejudice and racism in Fall, 1994. Resolution 26 was presented to the President’s Council and the Board of Trustees. The Senate funded the framing and replacement of more than twenty-five large copies of the resolution and is currently working with all divisions to display this resolution throughout the entire campus.

12. A District Director of Affirmative Action Programs was hired in 1991. The Office of Affirmative Action institutionalized a comprehensive program of regular training sessions with topics such as affirmative action programs and policies, sexual harassment identification and prevention, Americans with Disability Act, updates on legislation and guidelines, and search committee orientations. Sexual Harassment training is provided to students. Progress was made toward diversity hiring. The total ethnic minority hiring rate has increased from 32.8 percent for 1992-1993 to 43.75 percent for 1993-1994.

13. The Orange County Human Relations Commission was contracted to conduct an in-depth assessment of institutional climate in 1993. The College has begun to implement some of the recommendations. A Human Relations Council for the College was formed in 1994 to channel community energy and learning opportunity, and as a crucible for exploring and addressing communication issues, cultural misperception and insensitivity, and better understanding. The council includes a wide range of community members.
14. A Gay and Lesbian Committee was formed in 1993 to provide a forum for addressing issues with regard to sexual orientation.

15. NEH funding was secured for an Institute entitled "Latin American Literatures and Cultures: Self and Society" for 25 faculty participants in 1995 and another very successful two-year NEH-funded Faculty Development project called "Building Bridges: A Study of the Literatures of China, Japan and Latin America" involving 26 faculty members across the disciplines in 1992.

FOLLOW-UP PROGRESS REPORT:

Since the submission of the midterm report, there have been no reports of hate incidents on campus. The President of the College has provided leadership by repeatedly affirming his expectation that all faculty, staff, and students openly support diversity and equity for all persons. The College has committed to conducting an annual survey of the entire College community for purposes of ascertaining the level of acceptance for diverse persons. Results from the first survey will be available April, 1997, and they will be closely reviewed. Should there be findings that show a lack of support for diversity and equity for all persons, an action plan will be developed and implemented to address this finding.

STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

Conduct and respond to the results of an assessment of the institutional climate as it relates to general student satisfaction and the perception of the environment for students from underrepresented and diverse groups.

During the Spring and Fall, 1993, numerous hearings seeking and receiving student input to the College were conducted. The Vice President for Instruction, along with the Dean of Student Development, facilitated discussion groups, lecture presentations and student workshops to give both form and content to the hostility exhibited and felt by some underrepresented groups on campus. Consultants from the University of California, Irvine as well as other community colleges, were retained in order to better understand specific issues and lay the groundwork for implementing programs and curriculum designed to ameliorate and mitigate former and existing problems. During 1994, the Orange County Human Relations Commission was contracted to conduct assessment studies on institutional climate. A Final report was submitted with specific recommendations. As many of the examples stated...
in the response to the Accrediting Team Focused Issue #3, the College has taken extensive action to address the issue. It will be an on-going endeavor for the College community to create a campus climate that is conducive to unity in diversity.

*Develop and implement an institution-wide initiative to demonstrate that college personnel embrace and support equity and diversity, both in spirit and in deed, and that members of the College and District family share the desire to eliminate racial and other diversity conflicts.*

Saddleback College has undergone an extensive evaluation of policies, procedures, and personnel practices that have contributed to the hate incidents toward under-represented and minority groups. Commencing in 1993, the College administration, with the assistance of the Academic Senate, Associate Student Government, and numerous unaffiliated individuals, has undertaken College-wide hearings, discussion groups, workshops, and sensitivity training sessions. Although the process is by no means over, there have resulted some very positive outcomes from the effort. In Fall, 1994, Saddleback College institutionalized a Cross Cultural Studies program. With a dedicated coordinator and permanent assignment of space, the Cross Cultural Studies program has done an exhaustive study of both curricular and extra-curricular activities at the College. Saddleback College now offers an associate degree in Cross Cultural Studies.

In addition, the College has renewed its pledge to support diversity by the appointment of a College Staff Diversity Officer who coordinates with the District Affirmative Action Office to assure compliance with affirmative action guidelines and other training activities. Under the direction of the College Staff Diversity Officer, faculty, staff, and students are encouraged to attend conferences focusing on issues of affirmative action.

Along with serious attention being paid to curriculum and staffing, numerous student-based activities have been organized which focus on issues of race, gender, diversity, and equity. One of the campus-wide initiatives is the establishment of the Saddleback College Student Equity Committee. With representation across the campus, this group was first formed in 1993 to develop and implement the student equity plan.

The Academic Senate worked closely with the Office of Instruction and students in developing a proposal and areas to use existing curriculum for ethnic and cross-cultural course offerings. An outside consulting team was hired to accomplish this task and to make recommendations regarding the implementation of a cross-cultural program. The program was established in 1993 with faculty, classified, and fiscal support. Goals and objectives have been developed along with specific cross-cultural courses.

The Academic Senate is to be commended for taking leadership in the development of a public position statement of philosophy against prejudice and racism. The resolution was adopted in 1994 and was presented to the President's Council and Board of Trustees. The Senate funded the framing and placement of more than twenty-five large copies of the resolution and is currently working with all divisions to display this resolution throughout the entire campus.
At the District level, there is also a new initiative under the coordination of the District Director of Affirmative Action to collaborate on a unified effort toward diversity issues. For example, working closely with Irvine Valley College and the District, Saddleback College sponsored a very successful conference, "Building Bridges to the 21st Century Celebrating Diversity," in June, 1995. Saddleback College also actively participated in the District-wide study with the Orange County Human Relations Commission with faculty, staff, students, and community members, focusing on issues of hate and the mitigation of potential hate crime.

To lessen conflict, decrease the waste of resources and better serve the community and students, the College should join with Irvine Valley College in urging the District Office to expand and support efforts to provide more coordination in areas that will improve the quality and cost-effectiveness of the District's overall programs and services.

Although no formal committee structure has been established between Saddleback College, Irvine Valley College and the District to "lessen conflict and decrease the waste of resources," Irvine Valley College and Saddleback College increased communications under new leadership of two new college Presidents, District Chancellor, Academic Senate Presidents, and Classified Leadership. For example, both colleges and the District cooperated in the new telephone registration system, held joint Senate meetings, and jointly investigated prerequisite enforcement and equipment needs. Currently, both colleges and the District are engaged in discussions on possibilities of combining specific programs to be more cost effective. In addition, both colleges and the District internally reorganized leadership roles. It is anticipated that with this new shifting of leadership, multiple steps will be taken to formalize protocols for District-wide cooperation in decision-making.

Coordinate the planning and budget allocation systems to insure that planning and College priorities have a direct influence on resource allocation.

The budget allocation model within the District still remains an issue. Although Saddleback College has been successful in persuading the District Budget Committee of some inequities with the model, there still remain disagreements as to how the two colleges should receive compensation, absorb cost of living adjustments from bargained agreements, and so on. The District Chancellor has been authorized to contract for a consultant to review the existing District allocation model for 1995-1996.

As an institution which depends for its resources on the local tax base, the College finds it difficult to plan for a projection of external resource allocation. Historically, the College has operated under an expenditure-based model. In 1995-1996, the College expended approximately 90 percent of its allocation on resources for personnel. The College Budget Committee will investigate alternative allocation models for the remaining discretionary funds in order to capitalize on existing limited resources for maximum planning priorities. The budget allocation process, driven by the College's Master Plan, will match with priorities for facilities and educational program needs.
**STANDARD TWO: EDUCATIONAL PROGRAMS**

Make fundamental revisions to the program review methodology to increase its objectivity and provide a more rigorous and credible foundation for the assessment of quality and effectiveness in program offerings.

The College has instituted a Master Planning Steering Committee to address College-wide issues. One of the subcommittees, Balance of Programs and Education Plan, will define the existing balance of instructional programs as related to transfer and general education, occupational education, remedial (pre-college)/developmental education, and life-long learning/non-credit education. The subcommittee will study the existing programs offered by the College and recommend a three-year educational plan to the governance units of the College. The timeline for the completion of the report in Spring, 1996.

Another subcommittee is the Program Review Committee. It has the specific function of designing a data structure that will show the ranking of each of the institutional programs related to multiple criteria, evaluating the programs against the College philosophy, and making recommendations to the College governance groups.

Both of these subcommittees have submitted preliminary reports to the Steering Committee during Spring, 1995 with a target date for completion sometime during Spring, 1996. The Board of Trustees will eventually review all of the findings and authorize implementation upon its approval. The full report should be complete and be included in the next accreditation self study report.

Engage in an active, comprehensive evaluation of the effectiveness of instruction that includes student evaluations in all programs and surveys of employer satisfaction with the performance of students from occupational programs.

The Saddleback Community College District Academic Employee Master Agreement currently does not require that student evaluations become a part of any faculty evaluation procedure (Article XII: Faculty Evaluation Procedures, Section 1-D). However, student evaluations are routinely completed in classes taught by associate faculty and are reviewed by the home division administration. The results of the evaluation are also made available to the associate faculty member.

Other faculty and program evaluations are conducted individually by faculty or by departments. For example, monitoring student satisfaction with respect to the quality of instruction, provided by the more than 90 associate faculty in the Emeritus Institute is an important evaluation process.
Emeritus students participate in such formal evaluations each semester. Additionally, the Counseling and Special Services division routinely evaluates student ratings of Counseling Services and Orientation/Advisement sessions in terms of satisfaction, usefulness, and quality. Changes for improvement are made accordingly.

All academic employees are evaluated on a regular basis as described in the District Academic Employee Master Agreement. The evaluation procedures are thorough.

*Include more evidence in the curriculum of sensitivity to an acknowledgment of student diversity.*

Starting with the 1994-1995 academic year, the interdisciplinary Cross Cultural Studies program began at Saddleback College with the opportunity to achieve an associate degree with a specialty in Cross Cultural Studies. The program is currently pending state approval. The focus of the program is on the history, literature, and cultures of African Americans, Asian Americans, Chicano/Latinos, and Native Americans. There are forty-three courses listed in the 1995-1996 Saddleback College Catalog that offer students the selections for the 21 units needed to complete an associate degree in Cross Cultural Studies.

Since 1992, the area of cultural diversity has been added to the graduation requirement which mandates that all associate degree candidates must have one course that fulfills the Cultural Diversity requirement. Each division has reviewed its course offerings toward the fulfillment of the cultural diversity requirement. New courses have been developed such as Sociology 6 (Asian Americans in the United States), Sociology 18 (Ethnic Women Issues), and Psychology 16 (Psychology of Prejudice). Sensitivity has also been heightened to include topics related to diversity in existing curriculum and programs.

**STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT**

*Develop and implement a comprehensive computerized student management system that supports the efficient delivery of student services and produces accurate data to assist with student services and college long-range planning.*

During the last three years, Student Services has worked with the District Information Resources office mainly on the Telephone Registration system. Although a comprehensive computerized student management system has not yet been developed or implemented due to lack of available funds, service delivery in several student services areas has been enhanced. Some examples
follow: adding EOPS student data files to the VAX system, computer networking for counselors to assess student information, computerized scheduling of counseling appointments, partial component tracking for matriculation services, automated placement with multiple measures, automated registration block, and automated matriculation status update.

Beginning Fall, 1995, a scantron-based tracking system will be instituted. The Dean of Counseling and Special Programs and the Dean of Admissions and Records plan to resubmit a Title III grant in 1997. With telephone registration now expanded and functioning, Student Services will begin to work with the Information Resource office during the coming years toward the development and implementation of a comprehensive student management system.

**Identify and provide the amount of administrative leadership required by the EOP&S and DSP&S programs to offer adequate support for those students with most need.**

Both EOPS and DSPS staff, with the participation of generalist counselors, served on committees in addressing issues on the leadership structure required for adequate administrative support. Beginning in 1991, EOPS had a 50 percent coordinator filled by generalist counselor reassigned time. DSPS has also hired a permanent 50 percent coordinator. Since 1992, the College has committed to support additional coordinator time during summer as mandated by state guidelines. Both programs express needs of additional administrative support. During 1995-1996, an interim plan is being implemented to provide additional administrative time for both DSPS and EOPS programs. The Matriculation office has been released from the responsibility of the Dean of Counseling and Special Services, thus allowing more time to provide additional administrative support to EOPS and DSPS programs. Matriculation has been reorganized under the Student Development division. The College will review the effectiveness of this plan during the coming year and propose changes accordingly. The Vice President of Student Services will consult with the affected Student Services areas to determine a permanent plan.

**Develop and implement a comprehensive student service program review and plan.**

No formalized effort exists in the development and implementation of a comprehensive student service program review and plan. The Student Services Committee, chaired by the Vice President of Student Services, plans to develop a framework for student services program review beginning in Fall, 1995.
STANDARD FOUR: FACULTY AND STAFF

Review and strengthen current staff evaluation policies and practices to align them more closely with current state-approved practices and make them more job-specific and goal directed.

Evaluations of classified staff have been conducted in the manner prescribed by the collective bargaining agreement. The evaluation form is provided to a supervisor who completes the form and passes it on to the dean of the division or other appropriate administrative personnel. Once returned, the employee is shown the evaluation by the supervisor and comments and questions are dealt with at that time. The evaluation sheet is not job-specific although goals can be brought forth and achieved during the next evaluation period. The Classified Senate will work with CSEA to improve the evaluation policy and procedures.

Review and strengthen hiring policies to focus on the goal of greater ethnic diversity among staff.

Hiring policies at the College have stressed greater ethnic diversity among the staff. Staff members are trained (voluntarily) in these issues and serve on all hiring committees to insure that mandated guidelines are followed. Since the Affirmative Action Program was not institutionalized until 1991, there still exists the perception of affirmative action as an obstacle in the process for hiring the best qualified candidate, rather than a means to achieving equity. Further training is needed to help the College community understand the hiring process under the state Affirmative Action guidelines. The District Affirmative Action Officer has played a major role in assisting all areas of the College with ongoing training of participants in all areas of Affirmative Actions issues (i.e., sexual harassment and racism).

Since associate faculty provide the largest pool of potential full-time faculty, bring the policies and procedures for hiring associate faculty more in line with those used for employing full-time faculty.

The full-time faculty selection procedure was carefully reviewed and revisions completed in 1994-1995. A representative committee to revise the associate faculty selection procedure will be formed during the 1995-1996 year.

Given the frequently expressed need in the Self Study for additional classified support staff and the limited financial resources to satisfy this perceived need, undertake a comprehensive review of the current assignment and potential for reassignment of human resources on the campus.

The Master Planning Group has a committee dedicated to the issue of staffing. This committee has been charged with creating a five-year plan for the staffing of the College. Different areas of the College are being reviewed to equalize staff needs. After the study is complete, financial and contractual issues must be addressed to fulfill any changes recommended.
Review the current staff development program to ensure that it addresses the needs of all staff for renewal, updating skills and upgrading programs.

Classified staff actively participate on the Staff Development Advisory Committee along with representatives from faculty and administration. The advisory committee makes global decisions that affect all groups represented. Moreover, the staff development program is reviewed extensively every year by the Classified Senate Executive Council. The staff is surveyed to ascertain strengths and weaknesses of current staff development methods and offerings. With the addition of the Innovation and Technology Center at Saddleback College in Fall, 1994, a central location is now available for staff members to receive up-to-date training to upgrade as well as learn new computer skills. New methods of communication are explored using newly developed technology. The staff development program is carried out aggressively to bring more opportunity to a greater number of staff members. As a result, the number of participants in various staff development activities reached the highest level of participation during the past year.

STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

Establish a centralized process to avoid duplication of costly media hardware and software, including those attached to discipline areas, and to ensure that purchased systems are compatible.

Learning Resources has been attentive to the need to maximize available resources and avoid costly duplication of equipment and services. Standardization of equipment specification standards have been established. In 1993-1994, Learning Resources was allocated separate money to purchase equipment for the campus. In 1994-1995 two committees were established to set criteria and determine priorities for the purchase of both replacement and new equipment. In the coming year, equipment centralization will be addressed again by Deans and area managers.
Address the potential impact of additional facilities on future staffing needs for maintenance and support operations.

To address the impact of additional facilities on future staffing needs for maintenance and support operations, a major restructuring of these functions on a District-wide basis was accomplished. The restructuring of these functions was accomplished by decentralizing the maintenance functions from the District offices and reassigning all maintenance functions to the College level. Each college is now responsible for all maintenance, operations and support services.

To address the specific needs of Saddleback College, the Maintenance, Operations, and Support Services Department was recently reorganized to increase organizational flexibility and accountability. One additional supervisor was added to the organization to easily accommodate any potential increase in staffing. All supervisors now have clear areas of responsibility and accountability for themselves and the staff that reports to them.

Establish a long-range plan for equipment replacement.

During 1994-1995, the Equipment Replacement Committee, with members from representatives of the President's Council, was formed to determine criteria for distributing $300,000 for equipment, with requests that totaled over $1 million. The committee allocated funds based on the number of students affected, direct benefit to students, and whether the division or office had received significant funds in the past. A point system with set cutoffs was implemented in ranking all the requests. The Technology Committee also met with the Equipment Replacement Committee to combine lists of equipment. Although the outcome was not satisfying to everyone, a system for determining allocation priority for equipment has been initiated. The committee will use the same system for 1995-1996 and will continue to refine the process for clearer and more objective guidelines.

Communicate information on the status of the facilities master plan and the process for implementation to all levels of the campus community.

To facilitate the sharing of the facilities planning process with the entire College community, the Facilities Subcommittee of the Master Planning Committee was established. The Facilities Subcommittee is chaired by the Director of the Maintenance, Operations and Support Services Department and is represented by all College constituencies. The committee is instrumental in the establishment of facilities and maintenance priorities.
STANDARD SEVEN: FINANCIAL RESOURCES

Work with the District's other college, the Chancellor and the Board to develop long-range District plans that result in budget guidelines and considerations that appropriately reflect the varied program expenditure demands between the two colleges.

The College has continued to develop non-deficit funded budgets and has always operated within resource allocation limits. Furthermore, the College has not ended the year in a deficit situation.

The make-up of the District Budget Committee was revised in the 1994-1995 year with recommendations made for the 1995-1996 budget development process. The committee was reduced in size and the recommendations were reached by consensus, rather than by majority vote. However, the committee could not come to consensus on the final budget allocation and it was referred to the Chancellor. The current FTES (Full Time Equivalent Student) driven District budget model has been studied thoroughly and is fully understood by Saddleback College representatives who actively engage in the discussion regarding budget process and the allocation model. The model is still not perceived to adequately recognize the differences between Saddleback College and Irvine Valley College. The revenue based model primarily takes into account FTES, not other revenue based items such as COLA, hold harmless provisions, and growth caps.

The Chancellor has taken action this year to address the budget allocation model by contracting with a consultant to review the model. The College expects the District to provide more direction and coordination in the budget discussion process.

Attempt to increase harmony between the District and college budget allocation processes by examining the difference in the models and the basis for the perceived inequities.

The District Budget Committee was reconfigured for 1994-1995 to include only key personnel from each of the college's respective governance groups. The change has increased the committee's efficiency by reaching recommendations by consensus and allowing leadership of governance groups to access more detailed information regarding the budget model. Ultimately, however, consensus for a final budget recommendation was not possible because of the inequities in allocations between the two colleges.

The District budget development process remains well-documented and is fully understood by the College personnel working on the District Budget Committee. The fundamental problem remains that the College does not agree with the revenue based formula, particularly since the two colleges are very different. As a new and growing institution, the sister college has been designed around a revenue based model that does not cap growth, does not fund COLA, and does not have a hold harmless clause for revenue declines. On the other hand, Saddleback College is a large and well established institution, not operating under the revenue based model, not easily adaptable and not wishing to change just to meet the revenue requirements of the model. The College has been placed in a difficult disposition to operate since the adoption of the new
revenue based model in 1986-1987. In addition, the College's allocation continues to be expenditure-based, with 90 percent of resources committed to personnel for 1995-1996. The allocation model remains to be a critical factor in the gap between the colleges and the District.

It is necessary for the District to provide more leadership and coordination to facilitate the process for reviewing and revising the budget allocation model. Since the Chancellor has authorized the contracting of a consultant to study the allocation model as a neutral party, it is anticipated that alternative approaches to budget allocation can be adapted to provide equity for both colleges.

*Work with the Vice Chancellor for Financial Services and the Institutional Research Director to examine the long-range projections and budget implications of the local tax base that is currently providing additional resources to the District.*

The College embarked on a master planning process during the 1994-1995 fiscal year. The District is starting a District master planning effort in the 1995-1996 fiscal year. The College intends that once the planning is complete, the budget allocation process will follow the College goals. The District and College budget allocation processes have been examined on an ongoing basis by the College Budget Committee, as well as by all shared governance groups. They would have to change its identity and philosophy to be able to compete for resources on an FTES basis with its sister college.

The College has worked with the Vice Chancellor of Fiscal Services to determine the long-range projections and budget implications of the local tax base. This is a difficult projection to make and previous County projections have been inaccurate. Additionally, from a College perspective, to project budget situations more than twelve to eighteen months in advance is difficult, due to the volatility of both income and expenditures. In the last two years, income and expenditures have been influenced by unknown factors such as specialized property tax income (Teeter funds), changes in the core property tax base, collective bargaining agreements, and retirement incentives, for which the College has no responsibility or input. The College needs to sharpen futuring and plan more strategically.

[Image]

**STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION**

*Whenever funding permits, consideration should be given to locating the District Office away from the College. In the interim, the possibility should be explored of renaming the District to avoid confusion with the College.*

**RESPONSES TO THE RECOMMENDATIONS OF THE 1992 VISITING TEAM**
The District Chancellor has investigated alternative locations for the District Office. Although the relocation plan can provide optimum system-wide advantage operationally, the cost of the additional facility is a major concern. With the recent Orange County bankruptcy, the plan has been temporarily put on hold for future consideration.

*The Board of Trustees should define and implement a formal system of Board self-evaluation.*

As of this date the Board has not yet completed a form for self-assessment, however, this year the board has scheduled two retreats with the Chancellor and other selected staff members along with a facilitator, who is not part of the District staff, to develop boardsmanship and to assist in the interrelationships among the Board. The Board has two meetings scheduled to further develop the skills required for the smooth operation of Board meetings. It is the intention of the Board in the 1995-1996 school year that an instrument for self-assessment be the outcome of these retreats.

*The Chancellor should continue to seek and create new opportunities to open and strengthen dialogue with College constituent groups.*

The Chancellor meets regularly with the College President in his weekly cabinet meetings. Although both Academic and Classified Senates are included in the Board Docket Meetings, there is a growing concern that the absence of representation from both academic and support staff in cabinet discussions reduces opportunities for open and direct dialogue with College constituent groups.

*The District needs to assume more leadership in coordinating the efforts of its colleges, especially in those areas that significantly impact its students and residents of the District.*

The new Chancellor and the two new college Presidents have initiated leadership in coordinating both colleges. Discussions around future partnership on selected programs have been welcomed.
STANDARD ONE

INSTITUTIONAL MISSION
STANDARD ONE

INSTITUTIONAL MISSION

Carl Christensen
Marly Bergerud
Don Buschê
Mike Merrifield

Faculty (Chair)
Administration
Administration
Faculty

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based education purposes it seeks to achieve.

DESCRIPTION

Saddleback College adheres to the mission of the South Orange Community College District (SOCCCD), as adopted by the Board of Trustees and published in the 1997-1998 Saddleback College Catalog (Ref. 1.1). The goals of Saddleback College, which are stated in the Catalog, are derived from the District mission statement. Underlying the mission of the District and goals of the College is a commitment to provide a comprehensive post-secondary education and a full range of student services. These objectives are achieved through the College's general education curriculum, associate degree programs, occupational-vocational education certificate programs, provision of remedial instruction, English as a Second Language instruction, lower division transfer education, student educational support services, the Emeritus Institute, and Community Education offerings.

The College goals undergo an annual review by the Saddleback College Strategic Plan Steering Committee. In Fall, 1994, the Strategic Plan Steering Committee was charged with the responsibil-
ity for reviewing the District mission and College goals with input from all governance units. This review resulted in a reaffirmation (Ref. 1.2) of the College’s commitment to the mission of the District and the goals of Saddleback College as published in the College Catalog.

APPRAISAL

The College goals should be reviewed and revised annually to reflect changes in the District mission, philosophy, and function statements. The Saddleback College goals clearly define the Emeritus Institute as a College program. In July, 1997, the Board of Trustees unilaterally took action to place this instructional program under the administrative aegis of the District. This placed a College function (the Emeritus Program) under the direction of the Board of Trustees, in contradiction to stated College goals. There are concerns that because the Emeritus Institute is no longer part of the College, the College will not be in compliance with Western Association of Schools and Colleges (WASC) terms and conditions.

During the annual review of the College’s Strategic Plan, the Steering Committee should review the mission statement in light of any new legislation affecting the mission. This will ensure that the College acknowledges its role in providing training and job development to meet local community needs.

The College must recommend changes to the District’s mission statement so that the District’s and College’s newly-mandated responsibilities for economic development and work force preparation (Ref. 1.3) are clearly defined.

PLANNING AGENDA

a. The College will work to broaden awareness of its goals by publishing them on the College Web page and in the Governance Manual.

b. The College will encourage the Board of Trustees to return administrative control of the Emeritus program to the College.

c. The Strategic Plan Steering Committee will evaluate the College philosophy and goals on a regular basis, revise it as necessary and make recommendations to the District.

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.
The goals of Saddleback College emphasize providing open access to a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College.

The Strategic Planning process defines the students being served at Saddleback College and the students the institution intends to serve as those in need of lower division higher education, occupational education, remedial and developmental instruction, community education, and lifelong learning. The College administration makes planning decisions in consultation with all governance units of the College.

The College works with the local high schools to encourage students to pursue post-secondary education. Funds from various grant sources such as the Philip Morris Company (Early Start Project), Vocational and Applied Technology Education Act, and Tech Prep (State Chancellor’s Office school-to-work program), have provided opportunities for these students to enroll in Saddleback College. Advisory boards for each of the College’s vocational programs assist in identifying the students the institution intends to serve.

The District Resource Allocation Model provides resources based on student participation in previous years, however, it does not allocate resources based on programmatic need.

APPRAISAL

There is no coordinated College-wide plan or program for institutional research, and the College relies on anecdotal student data, advisory board data, and on data gathered and produced by the District, which has been operating without an institutional researcher since 1995. With the emergence of new technology, District research is more dispersed. Access to the Internet has provided links to data which were previously very difficult to obtain.

The College goals should reflect the changing student population, based on appropriate demographic studies of current students, future students to be served, the economic development plans of surrounding businesses, varying community needs, and state and federal initiatives and legislation related to economic development and welfare reform.

PLANNING AGENDA

a. The 1998 Accreditation Self Study report will be sent to the Saddleback College Strategic Plan Steering Committee, which is responsible for reviewing all College plans for consistency with the Strategic Plan. Planning Agenda items will be incorporated into future strategic plans.
3. **Institutional planning and decision making are guided by the mission statement.**

**DESCRIPTION**

In February, 1996, the Strategic Plan Steering Committee affirmed the College’s commitment to the mission and the philosophy of the District for a three-year period ending in 1999. The Committee established six Planning Tasks and Topic Subcommittees (Philosophy, Institutional Staffing, Organizational Structure, Balance of Programs and Educational Plan, Program Review, and Institutional Survey), aligned with the newly-revised WASC accreditation standards. The President’s Council later added a seventh subcommittee, Facilities and Physical Plant.

**APPRAISAL**

The link between the Strategic Plan and the College goals guides decision-making at the College. To better facilitate this process, in 1996 the Planning Tasks and Topics Subcommittees were aligned with WASC accreditation standards.

One question from the Institutional Effectiveness Survey (Ref. 1.4) specifically linked the mission statement to institutional planning: (“Institutional planning and decision making are guided by the mission statement”). Of the 175 people responding to the survey, a little over one-third agreed with this statement. Almost two-thirds disagreed or indicated they did not have enough knowledge to express an opinion, which makes a strong case for more widely publicized information about the planning process. Planning must become part of the institutional culture. There needs to be College-wide clarification of how the recommendations of the Strategic Plan Steering Committee are seriously considered in the College decision-making and planning processes.

A critical assumption of the Strategic Plan Steering Committee Report was that the process of reorganization should be long-term and collegial with College-wide input from all governance units. During the summer of 1997, the Board of Trustees significantly rearranged the College’s organizational and administrative structure, and moved the administration of the Emeritus Program to the District offices. This action was taken unilaterally by the Board of Trustees without any input from shared governance units (Ref. 1.5).

The recommendations of the Strategic Plan Steering Committee help to shape decision making at the College level. Sincere and concerted efforts by the College to communicate with the District have met with limited success. Communication between the College and the District must be improved.

**PLANNING AGENDA**

a. The College will pursue strategies to improve communication with the District.
4. The institution evaluates and revises its mission statement on a regular basis.

**DESCRIPTION**

Historically, the Board of Trustees reaffirms its commitment to the mission of the SOCCCD at its annual Board Organizational Meeting in December. The Board is working on developing a process for ongoing review of its goals. They met most recently in November 1997 to review Board goals and objectives. The College reviews its philosophy and goals statements annually at the first Strategic Plan Steering Committee meeting of the academic year.

**APPRAISAL**

With the implementation of the 1996-1999 Strategic Plan recommendations, the College has established a process by which it regularly reviews its philosophy and goals, and links them closely to institutional planning. Annual revision is essential, especially in light of recently approved legislation which now mandates an economic development program for the California Community Colleges (Ref. 1.3). The Saddleback College goals statement has not yet been revised to include this function.

**PLANNING AGENDA**

a. The College will revise its goals to include the new mission of the California Community Colleges' economic development program.

**DOCUMENTS**

1.1 Saddleback College 1997-98 Catalog  
1.2 Recommendations of Strategic Plan Steering Committee  
1.3 Copy of California Community College's Mission, Education Code Section 6  
1.4 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 3  
1.5 SOCCCD Board of Trustees meeting minutes of July 16, 1997
STANDARD TWO

INSTITUTIONAL INTEGRITY
STANDARD TWO
INSTITUTIONAL INTEGRITY

Susan Gordon       Classified Leadership (Chair)
Pat Heuneman       Classified
Bill Holston       Faculty
Patrick Reddick    Student
Bill Riley         Faculty
Dan Rivas          Administration

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, students financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.
DESCRIPTION

Saddleback College publishes a variety of documents including the College Catalog (Ref. 2.1), the Schedule of Classes (Ref. 2.2), the Student Handbook (Ref. 2.3), the Board Policy Manual (Ref. 2.4), the Administrative Regulations (Ref. 2.5), the Administrative Manual (Ref. 2.6), and the Associate Faculty Handbook (Ref. 2.7). These documents establish standards, policies and procedures regarding educational purposes, curricular offerings, degree requirements, student fees, financial aid, refund policies, and codes of conduct for faculty, staff, administrators and students. The Catalog and the Student Handbook are revised yearly. The Schedule of Classes is published each semester. Both the Catalog and the Schedule of Classes are available on-line through the College’s Web page (http://www.saddleback.cc.ca.us) and may be viewed in a large print format for visually impaired students (in the Special Services office). The Catalog and Schedule of Classes have received numerous awards from the National Council of Marketing and Public Relations and the Community College Public Relations Organization since 1991.

The College’s Web page includes the following categories and links: the Catalog, Schedule of Classes and Community Education Brochure (Ref. 2.8), Campus Events, Governance Groups, Students Services, and Instructional Programs. In addition, the South Orange County Community College District links to the College Web page with Employment Opportunities, a Reference Desk, Library Services, and the Almanac.

APPRAISAL

The Office of Instruction oversees the processes which ensure accuracy, precision, and currency of information in all College publications, e.g., the Schedule of Classes and the College Catalog.

The College clearly outlines its educational curriculum, academic policies, and enrollment procedures in a variety of sources, including the College Catalog and the Schedule of Classes. In addition, policies and curriculum are readily available in the Student Handbook and on the Saddleback College Web page.

PLANNING AGENDA

a. The office of Admissions and Records will update Web page information concerning its calendar for submitting applications for admission.

b. The Counseling Services and Special Programs Web page will include directions for scheduling a counseling appointment.

STANDARD TWO
2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

DESCRIPTION

Currently there is no Board policy on academic freedom, although there has been discussion in the Academic Senate of the need for such a policy, particularly in view of the directives from California Education Code Title V 51023(a) (Ref. 2.9), which require the governing board of a community college district to adopt an academic freedom policy statement. An academic freedom policy was drafted and approved by the Academic Senate at Irvine Valley College in 1995. The Saddleback College Academic Senate drafted and approved its academic freedom policy in Spring, 1998, (Ref. 2.10) with the goal of arriving at a joint Academic Freedom Policy to be submitted to the Board of Trustees for approval.

APPRAISAL

Seventy-nine percent of the administration and staff who responded to the Institutional Effectiveness Survey (IES) feel that they work in an atmosphere of academic freedom. (Ref. 2.11). Over 70 percent of the faculty at Saddleback College agree that faculty members have a good understanding of their rights and responsibilities under academic freedom. (Ref. 2.12). The Academic Senate has formed a committee which began work on an academic freedom policy statement in Fall, 1997.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTION

Through instruction, faculty present ideas, both pro and con, which stimulate and encourage critical thinking by their students. The College encourages a balanced perspective of multifaceted issues, beliefs and world views, as evidenced by the curriculum and extra-curricular activities made available to students, faculty and staff. Examples of these widely publicized events and activities are: Abilities Awareness Days, Asian/Pacific Islander Awareness, Black History Month, European Ethnicity Awareness, the Humanities Hour, Latino Heritage Awareness, Lesbian/Bi-sexual/Gay Awareness, Native American Awareness, Sexually Transmitted Disease Awareness, student and faculty art exhibitions, theater productions, and exchange programs with foreign...
countries. The Associated Student Government makes funds available to all divisions on campus for guest speakers and other activities that benefit the entire College community. The College radio station, KSBR, and the campus newspaper, the Lariat, are other vehicles through which information is disseminated to the College community.

APPRAISAL

The belief that the College offers a balanced perspective is supported by nearly 80 percent of the College community responding to the IES. (Ref. 2.13). The Academic Senate Ethics Committee is responsible for addressing any matters concerning instruction of controversial material. The Senate convenes this standing committee on an as-needed basis.

4. **Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.**

DESCRIPTION

The College, as a public institution, provides a broad-based, comprehensive community college educational program to its constituency. Codes of conduct are spelled out for students in the Student Handbook, the College Catalog and in Board Policy (BP 5401). Other Board Policies (4000.3, 4000.5, 4016, 4054 and 4309) address matters regarding the prohibition of workplace violence, discrimination and harassment, a drug-free workplace, employee political activities and the duties and responsibilities of the faculty. All employees of the South Orange County Community College District (SOCCCD) are subject to the tenets of the California Education Code. Other conduct-related issues are relegated to the collective bargaining contract.

APPRAISAL

An administrator's and classified leadership handbook guides a wide range of appropriate behavior. Handbooks need to be developed for the full-time faculty as well as for classified employees.

PLANNING AGENDA

a. Both the Academic and Classified Senates will be encouraged to develop handbooks for their respective employee groups.

STANDARD TWO
5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

DESCRIPTION
In April, 1998, the Academic Senate adopted the American Association of University Professors ethics statement (Ref. 2.14). The Academic Senate unanimously passed both an “Academic Honor Code and Dishonesty Policy” (Ref. 2.15) and a separate “Recommended Range of Sanctions and Disciplinary Actions” in 1997 (Ref. 2.16). These documents were subsequently approved by the President’s Council. They define what constitutes dishonesty and outline actions which may result from violations of the code.

APPRAISAL
In April, 1997, the President’s Council adopted both documents. The policies and sanction procedures are in place for the 1997-1998 academic year, and will be published in the Administrative Regulations, the Student Handbook, the College Catalog, and the Schedule of Classes. The Associate Faculty Handbook needs to be updated to include the Academic Honor Code and Dishonesty Policy, as well as the Recommended Range of Sanctions and Disciplinary Actions.

PLANNING AGENDA

a. The Academic Honor Code and Dishonesty Policy and the Recommended Range of Sanctions and Disciplinary Actions will be published on the College’s Web page.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTION
The SOCCCD, through its department of Human Resources, has responsibility for providing training sessions on affirmative action programs and policies, sexual harassment identification and prevention, and Americans with Disability Act compliance.

INSTITUTIONAL INTEGRITY
To foster a supportive climate with respect to issues of equity and diversity, the College has established a cultural diversity graduation requirement, a Cross-Cultural Studies Program, and an International Education Center. In compliance with Federal Regulations such as Title 9, the College will add additional athletic activities which will address the needs of female students. Faculty and staff in-service programs, student clubs and activities, and new courses strive to reflect the diverse ethnicity of our community.

The College provides a wide range of services to all students including those who are disadvantaged and who have disabilities. Services are available through Extended Opportunity Programs and Services, Special Services, the Health Center, the Career Services Center, the Transfer Center, the Student Financial Assistance Program, and through general counseling. Courses which fulfill the Cultural Diversity requirement for General Education cover a wide and varied spectrum of coursework and are clearly identified in the Schedule of Classes.

Although three quarters of those responding to the IES agreed that the College fosters a supportive environment in which every person is treated with respect in issues of equity and diversity (Ref. 2.17), it is apparent that some concerns, particularly at the administrative level, are going unaddressed. Of the 25 percent of respondents who strongly disagreed with that IES question, the largest representation was from College administrators. Leadership, at the highest level, i.e., the Board of Trustees, needs to foster a climate of civility and respect for all employees.

PLANNING AGENDA

a. The College will provide opportunities for the entire College community to attend workshops on restoring elements of civil and respectful behavior in the workplace.

7. The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTION

The Dean, the Athletic Director, and faculty from the Athletic Department review and follow Title 9 regulations and several other documents including the “Athletic Department Policy and Procedures” (Ref. 2.18), the “Saddleback College Intercollegiate Athletics” pamphlet (Ref. 2.19), and the “Saddleback College Student-Athletic Assistance Program” (Ref. 2.20) in order to maintain the integrity of the College's athletic program. In addition, students and staff can consult the USA Olympic Committee Coaching Ethics Code (Ref. 2.21) or the N.C.A.A. Rules and Interpretations (Ref. 2.22).
APPRAISAL

Coaching faculty discuss appropriate ethics policies with student athletes at team meetings. At these meetings, coaches emphasize that dishonest behavior, falsifying eligibility, and other inappropriate actions run counter to the policies and may lead to stated consequences. Any reported violations are submitted to the Athletic Director who consults with the Vice President for Student Services regarding possible outcomes.

8. The institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

DESCRIPTION

Saddleback College encourages a broad base of participation in the preparation of its accreditation Self Study. Participation in the sub-committees for each standard of good practice reflects the diversity of the staff and the belief that a fair and accurate self study is an essential tool for institutional improvement.

All required reports to the Commission and to other agencies have been submitted in a timely manner. The Vice President for Instruction serves as the College accreditation liaison officer and supports the College's compliance with Commission policy, standards and requirements. The College community and the public at large are invited to review and make recommendations for the self study document once the first draft is published.

APPRAISAL

When the College undertakes a Self Study every five years, there seems to be the necessity to "re-invent the wheel" in terms of procedures. There has been some informal discussion regarding a smoother synchronization of this effort. The Self Study Chair could coordinate the research, the writing and the filing of the Midterm Report, and the Strategic Plan Steering Committee (SPSC) could coordinate documentation of SPSC recommendations with WASC standards of good practice.

PLANNING AGENDA

a. The Accreditation Liaison Officer, the Self Study Chair, the Editor, members of the Self Study Steering Committee, and the Strategic Plan Steering Committee will meet to develop systematic procedures and plans for an on-going self study process.

INSTITUTIONAL INTEGRITY
9. **The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.**

**DESCRIPTION**

The College, in concert with the SOCCCD, regularly reviews and updates its Board Policies, Administrative Regulations and Administrative Manuals to ensure that the policies and practices of the institution are consistent with its educational mission, programs and services. In addition, SOCCCD conducted a study of the Organization Assessment Survey and Change Project (Ref. 2.23). The study's purpose was to assess the institution's organizational performance and to determine the highest priorities for improvement.

**APPRAISAL**

From responses to the IES, most of the College's constituency felt that the goals (mission) published in the Saddleback College Catalog adequately define the broad-based educational objectives the College seeks to fulfill (Ref. 2.24). However, the perception of over 65 percent of the survey respondents was that the planning process did not adequately identify College priorities (Ref. 2.25).

**PLANNING AGENDA**

a. Under the shared governance model, the College Strategic Plan will be updated to reflect current College priorities.

b. Information from the Organization Assessment Survey and Change Project will be disseminated to the College by the Strategic Plan Steering Committee, which will hold public forums for discussion.
DOCUMENTS

2.1 Saddleback College Catalog
2.2 Saddleback College Schedule of Classes
2.3 Saddleback College Student Handbook
2.4 Board Policy handbook
2.5 Administrative Regulations guidebook
2.6 Administrative Manual
2.7 Associate Faculty Handbook
2.8 Saddleback College Community Education Brochure
2.9 California Education Code Title V 51023(a)
2.10 Saddleback College Academic Senate Academic Freedom Policy
2.11 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 4
2.12 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 5
2.13 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 6
2.14 American Association of University Professors (AAUP) Ethics Statement
2.15 Academic Honor Code and Dishonesty Policy
2.16 Recommended Range of Sanctions and Disciplinary Actions
2.17 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 7
2.18 Athletic Department Policy and Procedures
2.19 Saddleback College Intercollegiate Athletics pamphlet
2.20 Saddleback College Student Athletic Assistance Program
2.21 USA Olympic Committee Coaching Ethics Code
2.22 N.C.A.A. Rules and Interpretations
2.23 Organization Assessment Survey and Change Project
2.24 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 9
2.25 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 11

INSTITUTIONAL INTEGRITY
STANDARD THREE

INSTITUTIONAL EFFECTIVENESS
STANDARD THREE

INSTITUTIONAL EFFECTIVENESS

Mary Williams          Classified (Chair)
Wendy Baker           Administration
Linda Bashor-Lannan   Classified
Bill Brummel          Faculty
Tim Gertz             Student
Ann Hagerty           Faculty
Jeanne Smith          Faculty
Steve Smolen          Faculty

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. INSTITUTIONAL RESEARCH AND EVALUATION

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
DESCRIPTION

The vast majority of research undertaken at Saddleback College is done by the individual unit requiring specific data. There is also much data collected by the District Office of Information Technology that is made available to the individual colleges via the South Orange County Community College District (SOCCCD) Almanac (Ref. 3.1). The District Information Technology department is actively developing a data warehouse that will centrally house information for institutional research and planning purposes. The data warehouse information will be derived from both legacy and future information systems.

APPRAISAL

Since the elimination of the District position of Institutional Researcher in 1994, no central office has had responsibility for the systematic gathering of data for use in institutional planning and evaluation. Many departments and divisions at Saddleback College collect data that is used for evaluation and review, and as part of the planning process. Among these are the College's Strategic Plan Steering Committee, the Budget Committee, the President's Council, and the Deans' Cabinet. These bodies work effectively to provide the institution with an integrated overview of campus activities and to provide the information necessary to make informed decisions.

Several agencies require documentation for use as a tool when evaluating ongoing programs. Among them are the Accrediting Commission for Community and Junior Colleges (ACCJC) and the agencies that accredit various programs (Ref. 3.2). In addition, a number of Student Services functions are regularly audited by the State for compliance with guidelines and achievement of stated goals. Among these are the Offices of Financial Aid, Matriculation, Extended Opportunities Programs and Services (EOPS), and Disabled Students Programs and Services (Special Services). Continued certification and positive feedback indicates that these entities have been effective in the documentation of their achievements.

The District has invested significant resources in the development of an information management system. This data management system will provide a more comprehensive means of capturing and retrieving data for planning and research. Representatives of every department on campus have met with representatives of a software vendor and District Information Technology staff to develop specifications for the system. A prototype of the system was originally scheduled to be available in Fall, 1998, and the system itself was to be in full operation by Fall, 1999. There are delays in this implementation schedule.

The College has received a Title III grant to implement a student tracking system. This system will allow the College to gather data for measuring the effectiveness of many College programs.

The SOCCCD offices are responsible for many centralized functions such as Human Resources and Information Technology. Various components of the College rely on the District for information about these areas. It is often difficult or impossible to obtain necessary data, particularly statistics relating to personnel.
Saddleback College has a critical need for a full-time College institutional research position with primary responsibility for the systematic coordination of the various components of research and evaluation. This position would eliminate much of the duplication of effort that occurs when one entity repeats the research efforts which have been undertaken by another. The failure to provide assistance in survey design, research techniques, and statistical analysis may cause the validity of data produced to be suspect. At the Board of Trustees meeting on February 17, 1998, a proposal to establish the positions of Dean of Development, Research and Planning at both Saddleback and Irvine Valley College was rejected, although the Board did give some indication it might be willing to reconsider at a later date. In the meantime, research and development continues to be undertaken sporadically.

PLANNING AGENDA

a. The College will work with the District to ensure appropriate training in the information management system so that it can be effectively used by all College constituencies.

b. The College will implement a student tracking system using Title III funds.

c. As funds permit, the College will reapply for authorization from the Board to fill the position of Dean of Development, Research and Planning at Saddleback College.

A.2 The institution provides the necessary resources for effective research and evaluation.

DESCRIPTION

In 1996, the District issued $14,000,000 worth of Certificates of Participation (COPS), $6,000,000 of which were dedicated to the implementation of a District Technology Initiative. These funds enabled the College to establish a state-of-the-art computer network. When the system is completely implemented, each individual on campus, including students, will have an e-mail account and access to the Internet. The College has also invested in the infrastructure of hardware, software, and technology necessary to gather and exchange data. The District Information Technology department, in collaboration with software vendors, will provide the software necessary for a comprehensive information infrastructure specific to the needs of Saddleback College.

APPRAISAL

Adequate resources are not available to address research staffing needs sufficiently. The elimination of the District's Institutional Research position has severely impacted the ability of the College to create an integrated system of data collection. While the District has spent millions of
dollars on providing cutting edge equipment and technology, there has been limited financial attention given to the manpower required for training, maintenance, and support of such a system. The Information and Technology Center (ITC), which has responsibility for these functions, is severely understaffed and finds it nearly impossible to maintain and support the current system. Once the proposed system is fully implemented, the problem of insufficient staffing will be even more apparent.

PLANNING AGENDA

a. As funding allows, the College will allocate the resources necessary to provide additional staffing in the ITC.

A.3 The institution has developed and implemented the means for evaluating how well, and in which ways, it accomplishes its mission and purposes.

DESCRIPTION

Saddleback College uses a number of tools for evaluating how well, and in what ways, its mission and purposes are achieved. The College sets forth goals that are published in the College Catalog (Ref. 3.3) and details the means by which it plans to achieve these goals. Vocational and categorical programs have advisory committees that meet for periodic evaluation and review (Ref. 3.4). The committees make recommendations about which programs can be enhanced to more closely meet student and community needs. Many of these programs are separately accredited and must provide substantiation of their accomplishments. Studies and surveys used to examine these programs are also used by the Strategic Planning Committee as it conducts an annual review of the appropriateness and effectiveness of College programs.

APPRAISAL

The College adheres to established standards that enable it to measure how well it is achieving each of the seven goals set forth in the College Catalog. Successful achievement of the first goal, which is to provide educational programs leading to the Associate in Arts and Associate in Science degrees, is measured in two ways. First, all educational programs that lead to the Associate in Arts and Associate in Sciences degrees are detailed in the College Catalog. Second, student completion rates document the number of students who graduate each year, while transfer rates show the number of students who transfer to a four-year institution (Ref. 3.5).

The second goal provides a comprehensive and broad range of high-quality coursework that will enable students to pursue their educational objectives and career goals. Achievement of this
goal is documented through the College Catalog, which shows 235 certificate or degree programs, and the Spring, 1998, Schedule of Classes (Ref. 3.6), which lists 98 pages of courses offered at various times during the week and on weekends.

The third goal addresses the College's general education (GE) requirements (Ref. 3.7). General Education is evaluated on a regular basis by the Curriculum Committee and the Articulation Officer, who are responsible for ascertaining that Saddleback College offers the coursework necessary to meet IGETC and CSU transfer patterns. Additionally, the College Catalog delineates 98 certificate programs that allow students to pursue various occupational goals.

The fourth goal is the provision of necessary developmental, remedial, and basic skills instruction. It is evaluated on a regular basis through the Matriculation program evaluation. Assessment instruments approved by the State Chancellor's office are used to identify students in need of basic skills education or English as a Second Language instruction. The Matriculation process provides support services to promote student success.

The fifth goal makes the educational, cultural and recreational resources of the College available to the Community. The success of this effort is measured by the participation of non-students in College activities. Many of the resources of the College, such as the library, the theater, the Solar Observatory and student services functions and facilities, are available to residents of the Community.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

DESCRIPTION

Evaluation of the requests of community members and the business community has resulted in increased numbers of off-campus classes. A number of departments and programs are subject to review by accrediting agencies which require that recommendations for improvements be implemented and documented. As part of the 1996-1999 Strategic Plan (Ref. 3.10), a policy of program review has been set forth following a schedule determined by the Vice Presidents. Each program will be reviewed on a six-year rotation. The review process requires a three-semester time frame.

APPRAISAL

The lack of a Dean of Development, Research and Planning severely impacts the ability of the College to create and implement research studies that would document the degree of student success in programs brought about by program evaluation. Thirty-eight percent of those responding to the Institutional Effectiveness Survey (IES) indicated that they disagreed with the statement that the College provides evidence of the success of program evaluation (Ref. 3.11). The Matriculation program is in the process of implementing and pilot testing a Student Success Factors Inventory that will provide benchmarks for use in gathering data.
B. INSTITUTIONAL PLANNING

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

**DESCRIPTION**

The College subscribes to a philosophy of shared governance that provides for the involvement of all members of the College community in the planning process. Members of both the classified staff and faculty are represented on all College committees and on the President’s Council. The Strategic Plan Steering Committee is designed to consist of the chairs of the ten accreditation standards committees and includes representation from classified, academic, and administrative staffs. The 1996-1999 Strategic Plan was researched and written by individuals representing a broad cross-section of the campus community.

**APPRAISAL**

Although the College makes a focused effort to gather opinions from all facets of the campus community, some groups are frustrated by the process. There has been concern about the Board of Trustees not considering the recommendations of College committees and governance units. This frustration has created in many faculty and staff a general disinterest in serving on committees and governance units. Recently, attempts have been made to improve the overall campus climate with regard to communication. The acting President of Saddleback College has introduced biweekly forums open to all College constituencies to promote the open exchange of ideas and information. In addition, the President’s office publishes an on-line newsletter. The Public Information office publishes an Associate Faculty newsletter.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

**DESCRIPTION**

In Fall, 1994, Saddleback College undertook the process of creating a strategic plan that would provide the College with direction to the end of the century. This process required input from all
College constituencies. The Strategic Plan addresses the issues of philosophy, organizational structure, institutional staffing, program review, facilities, and institutional surveys.

APPRAISAL

On July 16, 1997, the Board of Trustees unilaterally changed the College's administrative structure with little or no input from shared governance units. Subsequently, in January, 1998, College administrators were requested to prepare an organizational analysis for dissemination to the College community and the Board of Trustees. This document (Ref. 3.12) examined the effects of the administrative reorganization on personnel, facilities, and on the unique attributes of each division.

PLANNING AGENDA

a. The College will pursue and support the recommendations of the 1996-1999 Strategic Plan.
b. The College will conduct program reviews following the schedule established by the Academic Senate.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

DESCRIPTION

Along with the publication of the Strategic Plan, in 1996 the SOCCCD created an Educational and Facilities Master Plan (Ref. 3.13). The separately created Educational Master Plan includes detailed narratives of each program (Ref. 3.14). Each of the shared governance units may provide at least one representative to each of the College committees that is responsible for planning in areas such as staffing and fiscal requirements. Each vocational program has an advisory committee that meets regularly to provide recommendations for improvements to its particular program.

APPRAISAL

Financial problems complicated by philosophical differences with the governing board have severely impacted the ability of the College to implement many of the recommendations of the Strategic Plan. Despite the well-documented need for the hiring of additional faculty and staff, many positions continue to remain unfilled. Despite limitations established by the District for divisions seeking grant support, several areas have been very successful in obtaining grants and
special funding that will provide enhanced instructional programs. In several divisions, the work of the Deans has enabled the College to establish and enhance programs and services in response to the expressed needs and concerns of the community. One example is the Industry Related Training grant which will provide training for development of interactive media technology.

C. INSTITUTIONAL OUTCOMES ASSESSMENT

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

DESCRIPTION

Through its Strategic Plan, Saddleback College has established as its philosophy the "affirmation of the College's commitment to the mission and philosophy of the District and the existing goals of Saddleback College as stated in the current Catalog." To achieve these goals, the College sets forth seven objectives, or outcomes, which are documented in the College Catalog and Student Handbook.

APPRAISAL

Each of the seven outcomes, which are listed in the College Catalog, has clearly defined criteria, which enable the College to determine that they have been met. The College offers 235 programs that lead to either an Associate Degree or a Certificate of Achievement. The general education program provides a broad range of courses that meet IGETC or CSU transfer patterns. A widely recognized special services program and the Learning Assistance Program provide developmental, remedial, and basic skills instruction. Through the College Foundation, local publications, and a variety of mailings, the College makes the community aware of the resources available for their use. The Division of Counseling Services and Special Programs makes personal, career, and academic counseling services available to students, and publicizes these efforts through various community agencies. Course offerings are available both on campus and at locations throughout the community for both academic and vocational growth. The Emeritus and Community Education programs make available academic and vocational coursework to non-traditional students.

One issue that has recently been clouded is the governance of the Emeritus Program. While curricular and financial responsibilities for this program are clearly assigned to Saddleback College, the Board of Trustees chose to place administrative oversight with the Vice Chancellor for
Educational Services. The Vice-Chancellor has sought assistance from a consultant familiar with the program, who serves as liaison between the College and the District.

Another issue is the transition of the Tustin Marine Corps Air Station (Tustin MCAS) to the control of the District. Much coordination and expense will be required to make this vast facility ready to serve as a cluster of off-campus classrooms. The College is concerned about the potential negative fiscal impact the Tustin MCAS will have on the College.

**PLANNING AGENDA**

a. The College will encourage the Board of Trustees to return administrative control of the Emeritus Program to Saddleback College.

---

**C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.**

**DESCRIPTION**

The College conveys information concerning quality assurance to the public in a variety of ways. Reports are presented at public meetings of the Board of Trustees, the agendas of which are published and posted in the Library. In addition, the College’s Office of Public Information is responsible for disseminating information to the community regarding all aspects of the educational process. It prepares press releases and arranges for press coverage of activities on campus. Reports are distributed to a variety of groups using several media venues. Information is included in the College Catalog, the Schedule of Classes, the Annual Report of the College Foundation (Ref. 3.15), and the Student Handbook (Ref. 3.16). Copies of Saddleback College’s accreditation self-studies are cataloged and are available in the Library. State law requires that a “Student Guide to Awareness and Campus Safety” be updated and published annually (Ref. 3.17). In addition, the College’s Web site contains links to a variety of information and College-related resources. The campus radio station, KSBR, broadcasts information about campus programs to the local community and Channel 39 provides television coverage. The District publishes an Almanac, available on the District Web site, which is a compilation of statistics regarding the SOCCCD and its colleges.

**APPRAISAL**

The community is informed of the many programs and activities at Saddleback College in a variety of ways. The College staff works hard to ensure that Saddleback College has an identifiable public presence through many activities it sponsors, such as KinderCaminata, through participa-
tion in community activities such as the annual Swallow's Day Parade, through health service agencies, such as Mission Hospital, and through the Senior Olympics. Results from the Community Survey, distributed during Fall, 1997, show that a number of respondents did not have enough knowledge about the College to respond to many of the questions (Ref. 3.18).

PLANNING AGENDA

a. The College will develop a market survey to evaluate the scope of Community knowledge regarding programs and achievements.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

DESCRIPTION

The College has committed, through the publication of the Strategic Plan, to a systematic review of each of the categories covered in this document. As part of the accreditation process, the College continues to document its successes and identify areas for improvement on a regular basis.

APPRAISAL

Saddleback College has mandated a six-year rotation for program review. In addition, the College has committed to adopting the Student Success Factors Inventory for use in determining criteria to measure how well the College meets its goals for providing a positive student experience. The College plans to establish a student tracking system using Title III funds. The College plans to administer the Community College Experiences Questionnaire annually to provide data for examining the student campus experience. Although with the implementation of the information management system, the information necessary to coordinate the gathering of relevant data will be available to any interested individual, department, or division, the lack of a Dean of Development, Research and Planning impacts the College's and divisions' ability to analyze and incorporate such data for use in institutional planning.

PLANNING AGENDA

a. The College will pursue the hiring of a Dean of Development, Research and Planning to coordinate the research efforts of the College and to assess the effectiveness of the institution.
<table>
<thead>
<tr>
<th>Number</th>
<th>Document Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>South Orange County Community College District Almanac</td>
</tr>
<tr>
<td>3.2</td>
<td>CAADE Accreditation Committee Self Study Checklist</td>
</tr>
<tr>
<td>3.3</td>
<td>Saddleback College Catalog</td>
</tr>
<tr>
<td>3.4</td>
<td>Saddleback College Vocational Education Program Advisory Committee Resource Guide 1996-1997</td>
</tr>
<tr>
<td>3.5</td>
<td>California State University Report on the Performance of Transfer Students</td>
</tr>
<tr>
<td>3.6</td>
<td>Saddleback College Schedule of Classes</td>
</tr>
<tr>
<td>3.7</td>
<td>General Education Requirements</td>
</tr>
<tr>
<td>3.8</td>
<td>Student Satisfaction Inventory</td>
</tr>
<tr>
<td>3.9</td>
<td>Spectrum</td>
</tr>
<tr>
<td>3.10</td>
<td>Saddleback College Strategic Plan 1996-1999</td>
</tr>
<tr>
<td>3.11</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 15</td>
</tr>
<tr>
<td>3.12</td>
<td>Analysis of District Reorganization</td>
</tr>
<tr>
<td>3.13</td>
<td>1996 Educational and Facilities Master Plan</td>
</tr>
<tr>
<td>3.14</td>
<td>1996 Educational Master Plan</td>
</tr>
<tr>
<td>3.15</td>
<td>Saddleback College Foundation Annual Report</td>
</tr>
<tr>
<td>3.16</td>
<td>Saddleback College Student Handbook</td>
</tr>
<tr>
<td>3.17</td>
<td>Student Guide to Awareness and Campus Safety</td>
</tr>
<tr>
<td>3.18</td>
<td>Community Survey</td>
</tr>
</tbody>
</table>
STANDARD FOUR

EDUCATIONAL PROGRAMS
The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented or by whom taught.

A. GENERAL PROVISIONS

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

DESCRIPTION

Saddleback College serves the southern portion of Orange County with an estimated population of 350,000. The adult population is remarkable in that a significantly large proportion of this group has attained some level of higher education. The average per capita income is one of the highest in the state of California. The area is predominantly suburban residential housing with
small retail and service businesses. There are only three large private sector employers located in the service area. See the Almanac (Ref. 4.1) for specific details and more information relating to the demographics and economies of the Saddleback College service area.

The College does not have a mission statement; rather, the South Orange County Community College District (SOCCCD) has a mission statement. The College follows a philosophy and develops goals that relate to the District’s mission statement.

In accordance with the mission of the District, Saddleback College is a comprehensive community college which provides lower division transfer and associate degree programs, vocational certificate programs, general education, community education, non-credit education, and specialized programs for a diverse student population. Saddleback College offers both the Associate in Arts (A.A.) degree and the Associate in Science (A.S.) degree. The requirements for the completion of each of the Associate degrees and the Vocational Certificate Programs are listed in the Saddleback College Catalog (Ref. 4.2).

Following state guidelines, admission to Saddleback College, as stated in the College Catalog, is open to anyone who is a high school graduate, has a High School Equivalency Certificate, or is eighteen years old or older and shows evidence of being able to benefit from instruction. With permission, high school seniors, juniors, and occasionally younger students may enroll on a part-time basis.

The matriculation process, as described in the Schedule of Classes (Ref. 4.3), is designed to assist students in achieving their educational goals at Saddleback College. This process includes assessment, orientation, counseling, advisement, follow-up services, training, and research. Assessment may include, but is not limited to, information regarding the student’s English language proficiency, mathematics skills, aptitudes, goals, career aspirations, academic history, and need for special services (Ref. 4.4).

The College goals undergo an annual review by the Saddleback College Strategic Plan Steering Committee (SCSPSC). In Fall, 1994, the SCSPSC was charged with the responsibility for reviewing the District mission and College goals with input from all governance units. This review resulted in a reaffirmation of the College’s commitment to the mission of the District and to the published goals of Saddleback College.

APPRAISAL

The College Catalog is designed to inform students about the steps necessary to earn a certificate or associate degree or to achieve a structured and well-balanced learning experience. All programs and courses incorporate Title V regulations for the development of intellectual, creative, and critical thinking. Over 150 vocational programs, spread throughout the various College disciplines, are outlined in the Catalog and facilitated by the Office of the Dean of Business, Institutional Development and Vocational Education.

Saddleback College has guaranteed transfer agreements with various colleges and universities within the state (Ref. 4.5) so that courses completed at Saddleback will meet lower division re-
quirements of a bachelor's degree. Since 1992 the California State University and the University of California have approved the majority of Saddleback College courses submitted to the Interseg-
mental General Education Transfer Curriculum (IGETC). Such agreements facilitate a smooth transition to the other segments of higher education.

The College strives to meet the needs of all students by offering a wide range of support ser-

vices as listed in the Student Handbook (Ref. 4.6). In addition, the College provides coursework for students who have basic skills limitations. The Emeritus Institute, Community Education, and off-
campus programs enhance the curriculum and also reach special groups of students.

The Honors Program, which serves students in all majors, is under the direction of the Honors Board and continues to grow and expand its course offerings. The Honors Board has secured preferential transfer agreements with ten colleges, such as Pitzer and Cal Poly Pomona, which do not participate in articulation with Saddleback College. The Honors Board is chaired by a faculty member.

In 1996, the College participated in the Orange County Business Retention and Economic Advancement Project. The project included the other three community college districts in Orange County. The goal of the project was to survey all businesses with five or more employees to solicit their needs for training and education. There is a significant opportunity for the College to better understand and meet the needs of area businesses. The College has begun the process of contacting employers and addressing their needs, but to date less than 10 percent of the contacts have been made.

PLANNING AGENDA

a. *The College will develop and implement a plan to contact local Orange County employers regarding their training needs and the ability of the College to meet these needs.*

A.2 *Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.*

DESCRIPTION

Courses are offered throughout the day and into the evening and class scheduling is done within each division. Many courses outside the general education core requirement are offered on a planned, rotating basis in a two-year cycle. Others are staggered and offered at a variety of times. Budget constraints and low enrollments, however, preclude offering all recommended courses in each program annually and course substitutions are often permitted.
Vocational Associate degree and certificate programs are designed to progress from semester to semester through a one- or two-year sequence leading to completion. The College Catalog provides specific course sequence information for all vocational programs and students arrange their academic programs around the scheduled offerings each semester.

APPRAISAL

An important element of student success is the ability to complete a course of study in a timely manner. Courses required for Associate degrees and certificates are identified in the College Catalog. Although all courses listed in the Catalog are offered at the College, all classes are not scheduled each semester.

If a required class does not meet a minimum enrollment standard of students, the course may be canceled. Courses which do not meet the minimum enrollment standard but have twelve or more students are monitored by the Division Dean, Department Chairs, and the Vice President for Instruction, and may be canceled at their discretion.

The College is beginning to offer a significant number of afternoon and “twilight” courses to expand student access and make better use of existing instructional space. Additional courses have been added during twilight hours and Saturdays for Fall, 1998, and an expanded “weekend college” credit program is planned to begin in Fall, 1998.

A.3 When programs are eliminated or programs requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTION

In the event that the Curriculum Committee determines that a program needs to undergo revision, the District attempts to modify the program in accordance with students’ needs to avoid disruption. No programs have been eliminated since the last accreditation cycle. In the past, however, when programs have been eliminated or requirements dramatically changed, the College has been careful to ensure that enrolled students are allowed to finish the program according to the College Catalog description existing at the time of the initial enrollment.

Program changes in the future will be identified through the instructional program review process. During 1996-1997, a new process for instructional program review was created and implemented by the Academic Senate. Instructional programs are to be reviewed by a committee of faculty and staff within the division on a six-year rotation (Ref. 4.7).
APPRaisal

The College's current satisfactory process for program review and its impact on enrolled students is effective and should continue with periodic evaluation. The College has not eliminated any programs in the last five years, but is well aware of the need to prevent or alleviate any problems for students should the situation arise.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its education programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

DESCRIPTION

The College strives to furnish sufficient faculty, staff, instructional materials, and classrooms to deliver quality instruction consistent with its mission, yet funding is often inadequate to meet the requests of all departments.

The District borrowed $6,000,000 via Certificates of Participation (COPS) in 1996 to fund a District Technology Initiative to focus on support for instruction through the creation of a District-wide computer network, purchase of hardware and software, and implementation of a new student/administrative records system. The College also established the Innovation and Technology Center (ITC) in 1994 with a director and classified staff to support training of faculty, classified and administrative staff, repair of computer equipment, and network management.

APPRaisal

The College is looking for ways to expand programs and course offerings within its existing budget parameters. Planning will be key to achieving sustainable growth which is in the long-range interests of the community and the College.

Due to a significant decline in full-time faculty positions since 1993, there is a legitimate concern among the College community that full-time faculty ratios are low compared to the number of part-time faculty. The District, however, is presently two faculty members above the minimum state requirement for full-time or contract faculty. At the classified level, the filling of vacated positions has been severely restricted. Any new positions requested have not been funded. With the Board-directed administrative reorganization in July, 1997, the College has lost five dean positions, with those responsibilities shifted onto the remaining Deans. The duties left over from vacated administrative and classified positions cannot be absorbed by remaining staff not supported by part-time help. At least at the faculty level, part-time instructors can manage to handle extra classes.
Over the past several years of fluctuating funding, the institution has struggled to maintain an adequate level of support for all programs. For this fiscal year, over $500,000 was available for instructional equipment. Most of this money came from a state block grant allocation for instructional equipment. For the past two years the state has allocated block grant funds for the purchase of instructional equipment, supplies, and library materials. This has contributed much needed support to instructional programs.

Each year, requests are made for full-time faculty positions, instructional materials and assistants, and facilities maintenance, but due to limited funding, many of these requests have not been filled.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Description

Academic counseling, primarily carried out by Counseling Services and Special Programs, is an important part of students’ success in reaching their educational goals. Counselors are available to assist students in formulating individual educational plans with input from the student regarding goals and interests.

The College has continued to develop and expand articulation with the California Community College system, the University of California and the California State University campuses, as well as independent colleges and universities. Some articulation has been established with out of state institutions, primarily through a process of “individualized articulation.” All articulation agreements are available in the Counseling Department and are provided to faculty, particularly when they are directly involved in establishing agreements and developing or revising course content to solve articulation problems. Much of the articulation information has been computerized (Project ASSIST), but is still being provided in paper format to counselors pending solution of problems with programming and networking for on-line access to articulation information.

Access to articulation information is provided to students through transfer patterns published in the Catalog, maintenance of articulation binders in the Center for Career/Life Development and the Counseling Services drop-in desk, handouts available in files adjacent to the drop-in desk, and faculty contact.

The College has developed an International Education Advisory Committee in accordance with Board Policy 6150. The Office of International Education was established in June, 1996, and is located in the lower level of the Library. Adjacent to this office is the Cross Cultural Study Center.
Both offices are provided with staff under a faculty Director of International Education and the Cross Cultural Studies Center, who is compensated with some reassigned time for this position. The International Education program seeks to recruit, enroll, and advise foreign students. In addition, guest speakers, forums, and an annual International Food Fair are sponsored to facilitate the ongoing needs of students. The Cross Cultural Study Center offers written materials of a cross cultural nature for students, sponsors forums and activities relating to cross cultural issues, and serves as a meeting place for informal discussions.

APPRAISAL

Counseling is provided by the College counseling faculty and through categorical programs such as Special Services and Extended Opportunities Programs and Services. Advice is also available from faculty members during office hours. Counseling staff provides academic information to new and continuing students. Counselors and program coordinators provide information to vocational students and/or those students who are retraining or honing their professional skills. In the area of counseling, responses from the Community College Student Experiences Questionnaire (CCSEQ) conducted in Spring, 1997, indicate that 66 percent of those responding agreed that academic advice/information was clear and understandable, 44 percent agreed that counselors gave accurate information about transfer requirements, and that assessment test results were clearly explained. Research is being conducted to ensure that placement is reflective of student abilities and that students are succeeding in the classes as evidenced by student retention, instructor surveys, and student surveys (Ref. 4.8). These results show that more attention should be given to explanation and assessment of advice and test scores. The survey identified the need to improve the clarity and accuracy of information given to students during counseling sessions.

B. DEGREE AND CERTIFICATE PROGRAMS

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

DESCRIPTION

Degrees and programs at Saddleback College conform to California Education Code requirements and support the mission of the institution to provide a comprehensive, broad range of high-quality courses and programs. All programs offered are consistent with the College's primary...
goals. Degree and certificate programs in transfer and general education, vocational, and career certificate programs have been designed with input from the College Curriculum Committee and community advisory boards appropriate to each field of study.

In Fall, 1997, transfer programs were the stated goal of 42.5 percent of enrolled students and 34 percent were planning to earn an A.A./A.S. degree (Ref. 4.9). Saddleback College offers lower division courses in general education and major requirements for transfer in conjunction with California State University (CSU) and University of California (UC) requirements.

Each division and the Articulation Officer make an effort to ensure course offerings correspond with coursework at other institutions. Saddleback College has articulation agreements with 14 other Community Colleges, 21 CSU campuses, nine UC campuses and over 80 private four-year institutions (Ref. 4.10). Not all areas of education are covered in each articulation agreement.

New courses are proposed through a process approved by the Curriculum Committee, a standing committee of the Academic Senate, and by the Board of Trustees.

APPRAISAL

Saddleback College is consistently within the top ten percent of public and private institutions which transfer students to four-year schools (Ref. 4.11). School-to-work demand for short-term certification programs (because they require rapid employability) conflicts with the College goal to provide comprehensive certification programs.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

DESCRIPTION

The Saddleback College Catalog informs students of the steps necessary to earn a certificate or associate degree. All programs and courses (except Community Education) incorporate Title V guidelines for the development of intellectual, creative, and critical thinking. Thirty-three vocational programs, spread throughout the various College disciplines, are outlined in the Catalog and administered by the Dean of Business Science and Vocational Education.

The 98 Certificate and 140 Associate degree programs offered at Saddleback College cover a broad intellectual spectrum. All of the programs are housed in eleven College divisions: Mathematics, Science and Engineering; Business Science; Fine Arts and Communications; Health Sciences; Physical Education and Athletics; Social and Behavioral Sciences; Human Services; Counsel-
ing Services and Special Programs; Emeritus Institute; Technology and Applied Science; Liberal Arts; and Learning Resources. Each of the divisions offers courses which have been approved by the Saddleback College Academic Senate Curriculum Committee and which meet degree requirements, certificate requirements, general education and transfer requirements, or remedial or basic skills needs. Degree and certificate requirements, along with the general education and transfer requirements, are listed in the College Catalog. The Associate in Arts degree is available in all majors. Students in the sciences and vocational programs have the option to complete an Associate in Science degree.

APPRASAL

All degrees and certificates are regularly reviewed by the Curriculum Committee as specified in the Curriculum Procedures Manual (Ref. 4.12). Additionally, the development and approval of new degrees and certificates is monitored by the State Chancellor’s Office and the California Postsecondary Education Commission. Certificate programs publish brochures detailing course sequences and career expectations.

8.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

DESCRIPTION

Saddleback College maintains an open access policy consistent with Title V and offers specialized courses and student services (see Standard 5) for unique student populations, including re-entry students, student athletes, students with disabilities, economically disadvantaged students, students with limited English language skills, Honors students, re-entry students, and students seeking to upgrade their professional or vocational skills. The institution’s educational objectives, program requirements, admissions and academic policies, program opportunities, and curriculum descriptions are published and readily accessible to students and the general public.

The College Catalog overview and the Course Outline of Record identify course content and learning outcomes of every approved course offered at the College. This information is also available through the College’s Web site. In addition, each instructor is expected to provide students with a syllabus which states course content, expected learning outcomes, and methods of assessment. Learning outcomes are demonstrated by students through a variety of methods. Instructor evaluation of student knowledge is demonstrated by research papers, essays, written examinations, oral statements, problem solving, portfolios, or presentations demonstrating course mastery (Ref. 4.13).
Students completing degree or certificate programs demonstrate mastery of the stated learning outcomes by satisfactory completion of required courses.

Academic degree programs have few means of tracking the progress of students who have completed their courses of study, compared to the vocational and occupational programs. One of those means is transfer data from California four-year postsecondary institutions. Development of a student tracking system using Title III funds will assist in the collection of this data.

The College’s Health Sciences Division monitors and documents its students’ competence through their results in the respective licensing examinations and certifications. According to the UCI Longitudinal Study, Saddleback College students are consistently among the top performers (Ref. 4.14).

**APPRAISAL**

B.4 *All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

**DESCRIPTION**

All degree programs offered at Saddleback College require students to complete a general education core of courses. Students who fulfill the general education requirements of degree programs will have successfully completed broad introductory courses in Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences, Life Skills/Critical Thinking, Physical Education Assessment, and Cultural Diversity, encompassing theory and methods of inquiry. They will also have shown competency in the core requirements of language and rationality, mathematics, and reading.

**APPRAISAL**

Students obtaining A.A. and A.S. degrees are required to complete the general education requirements which incorporate the prescribed broad areas of knowledge as listed in the College Catalog, Student Handbook, and Schedule of Classes. In reviewing program content and structure, it is apparent that Saddleback College offerings provide the student with a careful introduction to the various fields of study, solid theoretical foundation, appreciation of methods used in the disciplines, and significant knowledge in the course subject matter.

Course outlines and objectives are updated annually through the divisions and the Curriculum Committee. They have been reviewed for adherence to Title V standards. In addition to this review...
process, divisions consider adherence to course outlines and syllabi in their evaluation of contract
faculty.

B.5 Students completing degree programs demonstrate competence in the use of language
and computation.

DESCRIPTION
Language and computational skills are a required aspect of degree programs at Saddleback
College. In addition to writing in English classes, the College has worked for several years to foster
writing across the curriculum. A writing center on campus is an adjunct to language offerings at
the College. The General Education core requirements include competency in mathematics. During Fall, 1997, the General Education Committee adopted a Computer Competency require-
ment for all students. This requirement will be implemented beginning Fall, 1998.

APPRAISAL
The College clearly requires students to demonstrate competency in the areas of language and
computation prior to receiving a degree, by successfully completing the required courses of the
General Education pattern.

B.6 The institution documents the technical and professional competence of students
completing its vocational and occupational programs.

DESCRIPTION
Divisions articulate each vocational program with employers, keeping informed of employer
needs and student performance through program advisory committees and contact with em-
ployers, annual career fairs, and on-campus visits by employers. The job development service
provided by the Saddleback College Center for Career/Life Development also affords opportuni-
ties for articulation and informal assessment. Saddleback College currently participates in the
statewide Student Follow-Up System which surveys students enrolled in vocational programs.
Participation in this program provides data to be used in evaluating vocational programs and
student performance. Career Placement office staff provide data to the Dean of Business Science...
and Vocational Education from employers who have hired former students. The College also participates in the Labor Market Project, data from which provides the College community and employers with labor supply and demand information.

Articulation with employers is primarily the responsibility of each approved program and its advisory committee. Minutes of required advisory committee meetings for each vocational program are kept in the Office of Vocational Education. This office assures that modifications in vocational certificate programs are monitored and subsequently submitted for approval by the Curriculum Committee and the Board of Trustees, and published in the College Catalog.

APPRAISAL

The Dean of Business Science and Vocational Education and other appropriate Deans continue to develop survey instruments to query transfer and vocational students to determine program effectiveness. The District Office of Planning, Research and Development used to provide information to the College for evaluation and future planning. This office was eliminated in 1995, with no provision for data collection or analysis at the District level. The District data warehouse project will provide a new platform for data capture, analysis, and management. The Statewide Student Follow-up System provides information about vocational programs used for evaluation and planning purposes.

C. GENERAL EDUCATION

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

DESCRIPTION

The institution publishes a yearly College Catalog and a semester Schedule of Classes to notify the public of courses and programs available through Saddleback College. The general education component for each degree program is defined in the Catalog under “Graduation Requirements.” General Education core requirements for an Associate in Arts or Associate in Science Degree include language and rationality, mathematics competency, reading competency, humanities and fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, and cultural diversity. A computer competency requirement will be implemented in Fall, 1998.
APPRAISAL

Class descriptions and General Education requirements for the Associate in Arts and Associate in Science degrees are outlined in the Saddleback College Catalog. Brief descriptions and course listings are published each semester. In the Institutional Effectiveness Survey (IES), 92 percent of respondents indicated that the Schedule of Classes and College Catalog are easy to understand (Ref. 4.15).

General Education courses with required prerequisites are clearly indicated in the Schedule of Classes. In addition, the Matriculation Department is developing a Web page which will identify "locked out" (classes in which the student cannot register without clearing the prerequisite through the matriculation process) General Education classes and ways to clear a prerequisite.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

DESCRIPTION

The College Catalog and Schedule of Classes clearly state Saddleback College goals and the rationale for general education under Graduation Requirements for an Associate Degree. Effective reading, writing, speaking and critical thinking skills are curriculum threads in each of the Saddleback College General Education courses. The criteria are determined by the goals of the College, the Curriculum Committee, and the Academic Senate. The Curriculum Committee, including the Articulation Officer, reviews each course for subject matter, rigor and depth, scope and level of material to be covered, and the use of communication and critical thinking skills (Ref. 4.16). The criteria used for this review is found in the Curriculum Procedures Manual (Ref. 4.12) and the Academic Senate Handbook (Ref. 4.17).

APPRAISAL

Board Policy 5600 "Graduation Requirements" lists General Education requirements for an associate degree. This policy includes a philosophy statement based on Title V regulations. Board Policy 5600 was last revised in 1989 and does not reflect the current cross-cultural and diversity component. Area F, American Institutions, is no longer a general education requirement but stands as such in the extant Board Policy 5600.

Criteria for judging the appropriateness of General Education courses is available in the Curriculum Handbook and the Academic Senate Handbook.
The College will recommend changes in Board Policy 5600 “Graduation Requirements” to the Board of Trustees.

The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

DESCRIPTION

The General Education curriculum provides both core and breadth requirements. The core requirements prepare students with knowledge and skills that enable the student to think critically, to communicate clearly and effectively in speaking and in writing, and to use mathematics. The breadth requirements expose students to the knowledge needed to understand the major disciplines, to appreciate the diversity of other cultures, and to develop the capacity for self-understanding.

The core requirements are: Language and Rationality, Mathematics Competency, and Reading Competency. The breadth requirements are: Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences, Life Skills/Critical Thinking, Physical Education Assessment, and Cultural Diversity. In Fall, 1998, Computer Competency will be added to the core requirements.

The process of establishing and reviewing the general education requirements is evaluated through the shared governance model. The Articulation Officer and the Curriculum Committee insure appropriateness of subject criteria and forward courses to the Academic Senate and the Board of Trustees for final approval and implementation.

APPRAISAL

The process for review and evaluation of general education requirements is in place and is successfully implemented.

STANDARD FOUR
C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

**DESCRIPTION**

Through various evaluation methods, such as written papers, tests, projects, and oral presentations, students demonstrate competency in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Proposed courses are reviewed by department faculty and leadership, by the Curriculum Committee, and by the Academic Senate for integration of the core requirements, enabling students to demonstrate proficiency in each of the above criteria.

**APPRAISAL**

Competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking is demonstrated by students mainly through successful course completion. Competency is judged by individual instructors through classroom performance evaluation.

D. **CURRICULUM AND INSTRUCTION**

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

**DESCRIPTION**

Establishing and evaluating educational programs is ultimately the responsibility of the Vice President for Instruction. At the direction of the instructional Deans and department chairs, departments organize reviews of each program. The review of the quality and effectiveness of the College's programs is an ongoing professional responsibility. In accordance with Title V, Section 51022, Instructional Programs, the College Academic Senate has created and implemented a specific plan for program review and is implementing a review process for each area of instruction. Program review is a systematic process for the collection, analysis and interpretation of data.
concerning a program and its curriculum. It is used to make judgments about the effectiveness of a program and to facilitate improvement of the program. Its major objective is to improve the quality of education at Saddleback College.

APPRAISAL

The Curriculum Committee has well-developed procedures that comply with Title V regulations. The process for development of individual courses has been refined over time as hundreds of courses have undergone review and approval. Articulation of programs with area colleges and high schools has been initiated in the past by administration, with program faculty participation.

Institutional program review provides the College with a consistent assessment tool to review all instructional programs and College departments. It ensures that all programs meet the criteria of quality, feasibility, compliance with rules and regulations, and compatibility with the College mission, goals, and needs.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

DESCRIPTION

Ensuring the quality of instruction is an institutional task that covers many aspects. Quality of the curriculum, excellent and sufficient faculty, appropriate support for educational programs, and long-range planning with prioritization of needs are some of the crucial factors that contribute to establishing, fostering, and maintaining academic excellence. Curriculum is a central focus, however, many other policies and procedures, plus appropriate support, play a significant role. The Academic Senate, through the Curriculum Committee, has a primary role in ensuring the academic rigor and educational effectiveness of all Saddleback College courses.

Course rigor and adequate preparation of students are closely linked. If students in a class are not adequately prepared, the delivery of instruction suffers, and all the students in the class are negatively affected. In this situation, students may not receive sufficient instruction at the appropriate level, or they may become discouraged and drop the course. Adequate preparation of students is addressed by the careful establishment of prerequisites and other conditions of enrollment.

The program review process is utilized for all courses and programs wherever the classroom may be situated, including classes scheduled off campus, the Study Abroad programs, and Distance Education classes.
APPRAISAL

The College has taken care to ensure that courses across the curriculum have academic integrity. The institution maintains high quality instruction and academic rigor through its curriculum process of approving courses and programs.

Over the last five years, the College has begun an intensive program review. Through the development of the Transfer Center and the efforts of the articulation officer, the College has ensured that articulation agreements are kept current and that the College courses parallel those of surrounding institutions.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

DESCRIPTION

The grading policies and the criteria for awarding credit for courses are stated clearly in the College Catalog. In addition, the Course Outline of Record stands as the permanent record for how credit is awarded for each course. Distribution of course syllabi is required of all instructors. The syllabi must clearly describe the expected outcome of each course and the assessment method. Therefore, the syllabus for each course defines the course expectations and informs students how they will be assessed.

APPRAISAL

Evaluation of students is based upon stated guidelines in the course syllabus. The syllabus is kept on file in the office of the division Dean and reflects criteria which are considered norms within the field of study.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.
Transfer of credit policies are clearly stated in the Student Handbook.

The College has developed and expanded articulation with the California Community College system, the University of California and the California State University campuses, as well as with independent colleges and universities. Individualized articulation has been established with several out-of-state institutions. All agreements are available in the Counseling office.

Saddleback College has guaranteed transfer agreements with various colleges and universities within the state so that courses completed at Saddleback will meet lower division requirements of a bachelor's degree.

Saddleback College articulates its programs with seven major feeder high schools from the Capistrano Unified School District, the Saddleback Valley Unified School District, and Regional Occupational Programs.

The California Post Secondary Education Commission, as well as selected four-year institutions to which students transfer, provide follow up data on transfers. The Articulation Officer consults with individual faculty on a regular basis and serves as an ad-hoc member of the Curriculum Committee. Faculty involvement assures both applicability of courses for major requirements as well as for fulfillment of general education breadth requirements.

The majority of courses that Saddleback College has submitted to IGETC has been approved by faculty representatives of both the California State University and the University of California. This allows for a smooth transition for students to the other segments of higher education in California.

Students who have transferred to other schools for further educational preparation have reported informally that they were well prepared for the challenge. A University of California, Irvine (UCI) longitudinal study comparing UCI student academic performance to Saddleback College transfer student performance indicates an academic success edge in favor of the Saddleback College transfer student by the end of the senior year (Ref. 4.14).

Articulation with universities and colleges is up-to-date and working well within the constraints of the system. Articulation efforts contribute in large part to the development of transfer admission guarantee/assurance programs.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.
DESCRIPTION

In most classes the institution currently uses traditional delivery systems of instruction that are consistent with the objectives of the curriculum. These include lecture, discussion, demonstration, and hands-on experience. Faculty members utilize a number of delivery systems using audio-visual and computer hardware and software. The College also offers courses through television and other forms of distance learning.

Saddleback College actively seeks ways to meet the needs of a diverse student population, including both younger and re-entry students, students with special language needs and students with disabilities. Students with disabilities receive customized help and support to meet their individual needs.

APPRAISAL

The College has embraced new electronic technologies and is investigating ways to deliver its educational programs in more current modalities. An electronic college has been put in place and classrooms and offices have been wired for computer access. There are seven computer labs and five computer classrooms, all with state-of-the-art hardware and software.

D.6 The institution provides evidence that all courses and programs — both credit and non-credit — whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

DESCRIPTION

Non-credit courses and programs are planned, approved and evaluated in the same manner as credit courses and programs. Curriculum is designed by the faculty at the department level. Suggestions for courses and programs may be generated by administrators in response to community needs or requests. The new course outline is written following a prescribed form, and then reviewed and approved by the appropriate department chair or division Dean, the Vice President for Instruction, the Curriculum Committee, the Board of Trustees and is finally sent to the State Chancellor's Office for approval. Course approvals and outlines are kept on file in the Office of Instruction.

Community Education (fee-based and not-for-credit) courses and programs are designed by the Community Education office. Suggestions for courses and programs are reviewed by the appro-
priate department chairs and/or Deans, and by the Curriculum Committee in order to avoid competition between credit and non-credit programs. The courses are usually presented by independent contractors who are paid on a fee-split basis. Course outlines are kept on file in the Community Education office. Instructors are not required to meet community college faculty minimum qualifications.

Contract Education courses and programs are offered for credit or non-credit, and are designed, approved and evaluated appropriately.

APPRAISAL

There are opportunities for students to take non-credit courses through the English as a Second Language department and also through the Emeritus Institute. In July, 1997, the Board of Trustees unilaterally reassigned the administration of the Emeritus Institute to the District Vice Chancellor for Educational Services. The program itself is a Saddleback College program, which Curriculum Committee reviews its content and courses and which is responsible for its complete funding. The Emeritus Institute currently stands as a full College program, albeit with a District administrator. Courses offered by Community Education fall under the category of “not-for-credit” courses, and are under the direction of the Office of Instruction.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Education.”

DESCRIPTION

Saddleback College has been offering curricula through radio and television for many years. In 1996 a Distance Learning Ad Hoc Committee of the Curriculum Committee was established. This committee developed a Curriculum Distance Education Policy which covers all electronic delivery systems and conforms to the Commission policies and statements on “Principles of Good Practice in Distance Education.” Since that time the College has offered both Internet and CD-ROM courses.

APPRAISAL

Saddleback College has made it possible for all classrooms and labs to use electronic delivery systems. This growth in technology has encouraged all programs to begin developing courses to take advantage of future growth in the use of Distance Education. Courses will follow the Saddleback College Distance Education Policy and will continue to be approved through the Curriculum process.

STANDARD FOUR
DOCUMENTS

4.1 South Orange County Community College District Almanac
4.2 Saddleback College Catalog
4.3 Saddleback College Schedule of Classes
4.4 Saddleback College Matriculation procedures
4.5 Transfer agreements
4.6 Saddleback College Student Handbook
4.7 Academic Senate Program Review Plan
4.8 Student Surveys
4.9 Student Information Statistics
4.10 Articulation Agreements
4.11 Student Transfer Statistics
4.12 Saddleback College Curriculum Procedures Manual
4.13 Saddleback College Curriculum/Course Outlines, including statements of expected learning outcomes and objectives for all courses leading to degree and/or certificate programs
4.14 UCI Longitudinal Transfer Study
4.15 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 22
4.16 Curriculum Standards Handbook for the California Community Colleges
4.17 Academic Senate Handbook
STANDARD FIVE

STUDENT SUPPORT AND DEVELOPMENT
STANDARD FIVE

STUDENT SUPPORT AND DEVELOPMENT

Paula Jacobs          Faculty (Chair)
Randy Anderson        Faculty
Jerilyn Chuman        Administration
Joyce Hanna           Classified
Vern Hodge            Administration
Jeanne Mazique-Craig  Faculty
Linda Newell          Administration
Sharon Nussenbaum     Faculty
Larry Twicken         Faculty

The institution recruits and admits students appropriate to its programs. It identifies
and serves the diverse needs of its students with educational programs and learning
support services, and it fosters a supportive learning environment. Student access,
progress and success is the focus of the entire student pathway through the institutional
experience.

1. The institution publishes admissions policies consistent with its mission and appropriate
to its programs and follows practices that are consistent with those policies.

DESCRIPTION

Saddleback College makes information on admissions policies, registration procedures and fees
available to prospective students through the Schedule of Classes (Ref. 5.1), the Saddleback
College Catalog (Ref. 5.2), the College Web Site at http://www.saddleback.cc.ca.us/, and various other program information packets. Admission is open to anyone who is a high school graduate, has a High School Equivalency Certificate or is eighteen years of age or older. In addition, admission is open to K-12 students, international students and transfer students, in accordance with state law.

The Schedule of Classes is available on-line and is mailed to every resident in the district. It is available in a number of locations on campus, and available by telephone request from the Office of Public Information. The Catalog is available for student use in the Counseling Office and the Center for Career and Life Development, may be purchased in the College bookstore, and can be ordered through the Office of Public Information. Admissions information packets are available for international students (Ref. 5.3), the Legal Assisting Program (Ref. 5.4), and Nursing Programs (Ref. 5.5), and can be obtained from the appropriate office.

Saddleback College follows practices that are consistent with the admissions policies approved by the Board of Trustees (Ref. 5.6) as described in the Schedule of Classes and Catalog. Beginning with the 1993-1994 Catalog, “New and Former Students” and “Continuing Students” were defined, and the applicable admissions/registration policies were described. The Catalog is updated each year.

APPRAISAL

The College's expanded access to the College Catalog and the Schedule of Classes includes local public libraries and all area high schools. The College continues to monitor and evaluate the admissions policies and practices to ensure consistent dissemination of information to its students and applicants for admission.

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

DESCRIPTION

Saddleback College publishes, on an annual basis, both a Catalog and a Student Handbook which contain accurate and current information about its programs, policies, graduation requirements, refund policies, student code of conduct and due process procedures, the Academic Dishonesty Policy, and complaint and grievance procedures. The College also provides current
information each semester in the Class Schedule, program brochures, flyers, and other printed material.

APPRAISAL

Saddleback College publications, including the Catalog, Schedule of Classes, Student Handbook, and numerous division/program brochures are readily available to both prospective and current students. These publications provide students with information that assists them through the application, matriculation, and registration processes. These publications either outline the complete Student Code of Conduct and due process regulations, or they provide information about which offices on campus provide copies of this information. The College also provides complaint and grievance procedures to address student concerns. Additional information regarding dates for fee refunds, course adds and drops, and withdrawal from a class is available to students in many publications. Information about graduation requirements and transfer to California State Universities, the University of California, as well as some popular private colleges and universities, is also available in both the Catalog and the Student Handbook.

Instructional and Student Services program brochures have proved to be an excellent information tool for prospective students, although keeping them stocked in various locations both on and off campus has been a concern. All divisions and several programs are highlighted on the College Web pages. The College plans to establish an application process via the Internet in the near future.

In Fall, 1996, Student Services established an Information Center Booth to provide information and directions during the first two weeks of the semester. The booth is staffed by Campus Safety, Admissions and Records, and Counseling Services and Special Programs personnel. This service has been well-received by both new and continuing students.

To enhance the flow of current and accurate information within the Student Services Program, there are weekly management and division meetings. Bi-monthly Student Services general staff and student government meetings review new processes and procedures designed to serve students better.

Two years ago the Office of Student Services established a working committee to create an internal Student Services Program and Information Guide to help College staff make appropriate student referrals. The Guide has a planned Summer, 1998, distribution date, but is not yet completed.

3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

STUDENT SUPPORT AND DEVELOPMENT
Student Services programs under the direction of the Vice President for Student Services include Admissions and Records, Counseling Services, Special Services (DSPS), Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), Matriculation, Job/Career Search Services, Career Guidance Services, Re-Entry Services/Women's Resource Center, Transfer Center, Articulation Office, Financial Aid, Child Development Center, Safety and Security, the Student Health Center, and the Associated Student Government. The College also maintains the College bookstore and a cafeteria. Although not organizationally within Student Services, the Learning Assistance Program provides tutoring services to any student enrolled at Saddleback College. These services are described in the Student Handbook (Ref. 5.7), the College Catalog, the Schedule of Classes, and assorted brochures and flyers.

Students with disabilities are referred to Special Services by faculty and through high school orientations and visitations and self-referral. The Special Services Program served over 1,350 students during 1996-1997 (Ref. 5.8). Students must provide documentation or complete an evaluation (learning disabilities) to be eligible for services, and to determine reasonable accommodations. Special Services and staff evaluations are available for students and faculty. Program objectives are reviewed and updated annually. An advisory committee made up of off-campus agencies, students, faculty, and administrators meets each semester to review program objectives.

The Safety and Security department provides general campus information, suppression of criminal activity, and response to incidents or emergencies twenty-four hours a day, seven days a week. Campus security meets frequently with representatives of the Associated Student Government to discuss student safety issues and procedures.

The Admissions and Records Office provides admission, registration, records evaluation, graduation evaluation, and transcript services to students. Applications may be filed in person or submitted by mail. Admissions and Records maintains daytime and evening hours four days per week and is open until 4:30 p.m. on Fridays. Bilingual personnel are available to assist Spanish-speaking students. Saddleback College offers telephone and in-person registration.

The Saddleback College Matriculation Program operates according to the College's Matriculation Plan (Ref. 5.9) and is housed within the Counseling Services and Special Programs Division. During the 1996-97 academic year, 3,748 students were assessed and 3,347 received orientation and advisement services through matriculation (Ref. 5.10). Students complete the Student Services Survey, which provides information used in course placement. Data obtained through assessment are used by counselors during advisement to recommend and refer students to appropriate College programs and services.

Counseling Services, including academic, career and personal counseling, are provided by generalist counselors through individual appointments, drop-in sessions, topic-oriented workshops, and in Applied Psychology classes. Bilingual counselors are available for Farsi- and Spanish-speaking students. Specialized counseling is provided for athletes, F-1 students, and students from underrepresented groups. Separate counseling services designed to meet the unique needs of students.
of disadvantaged and disabled students are available through the Special Services and EOPS/CARE Programs. The Summer Bridge Program, which is coordinated by the Transfer Center, provides services to at-risk high school seniors who are planning to enroll at Saddleback College. The Office of Relations with Schools (ORS), organized by a generalist counselor, coordinates High School Counselor Information Day, College Nights at local high schools, and the Student Ambassador Program.

The Job/Career Search Services, Career Guidance Services, and Re-Entry Services/Women's Resource Center programs combine to form the Center for Career/Life Development (CCLD). The CCLD provides assistance to students needing help making career and life decisions. The Transfer Center is located within the CCLD and provides information and assistance to students preparing to transfer to a four-year university. The Transfer Center sponsors College and University Transfer Day, transfer and application workshops, and arranges for representatives from colleges and universities to visit and meet with prospective students. The Transfer Center also provides on-line application for its University of California-bound students (Pathways) as well as CSU-bound students (CSU MENTOR).

Health services are available to Saddleback College students through the Health Center, which is staffed by a full-time registered nurse. A part-time physician and clinical psychologist are available by appointment for preliminary diagnosis, health counseling, and referral.

The Child Development Center provides programs for children from 2 1/2 through 5 years of age. Priority is given to children of Saddleback students carrying six or more units, however, children from the general community are also encouraged to enroll.

EOPS is an access and retention program which assists low income and educationally disadvantaged students. Students are identified through various means, including the financial assistance office, counselors, faculty, self referrals, and high school outreach. This program serves over 450 students annually (Ref. 5.11). The program provides book and cash grants, financial aid application assistance, counseling, basic English and math tutoring, and priority registration. The students must meet specific income guidelines and be eligible for the California Board of Governors' grant.

The Learning Assistance Program (LAP) and the Interdisciplinary Computer Center (ICC) include a campus-wide tutoring program and a computer-based writing lab.

A new case management software program has been installed and is scheduled to be implemented this year. The program will provide data on services related to student success. The new College-wide data system will integrate Management Information Systems information with student data from other College departments and services.

APPRAISAL

Special Services (DSPS) participated in a program review in Spring, 1998, conducted by the Chancellor's Office of the California Community Colleges. Improving faculty and student awareness of disability issues through activities such as Ability Awareness Days are high priorities for the Special Services Program.
A modular building (BGS Annex) has been acquired in order to provide matriculation assessment and orientation services more efficiently to large groups of students. The Early Bird Program was designed and implemented to extend matriculation services to prospective high school students during the spring of their senior year. Within the matriculation process, an Early Alert component has been instituted to identify potentially unsuccessful students and provide them with counseling and/or support services. Matriculation office hours are extended to provide evening services during the first two weeks of each semester.

Providing counseling services in a timely manner for all students continues to be a problem due to the shortage of counselors. Saddleback College continues to be below a state-recommended ratio of 1 counselor per 1,000 students. Although in real numbers there are 17.5 FTE generalist counselors, subtracting for time spent on load teaching assignments results in the equivalent of 13.5 FTE generalist counselors to counsel over 18,400 on-campus students. Generalist counseling services are available to students until 8:00 p.m., Monday through Thursday.

EOPS program evaluation is completed through an annual state report, by exit interviews done annually with each EOPS student, and by formal program review by the State Chancellor's office and various other efforts to improve program outcomes. EOPS reviews and sets goals annually. Rates of transfer and completion of certificates and degrees are compiled for review and used as success measures.

CARE is an educational support and assistance program within EOPS. It is designated for single head-of-household parents on Temporary Assistance to Needy Families (TANF), which will soon become part of the CalWORKs project. A CARE advisory committee, which includes student representation, meets semi-annually.

The administration, faculty, and staff recognize the need for a comprehensive student tracking system to evaluate student needs and success rates. An automatic student tracking system, using Title III funds, is scheduled to be implemented in 1998.

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

DESCRIPTION

Student representatives are appointed by the President of the Associated Student Government (ASG) to serve on various College committees.
APPRAISAL

Student participation on committees is historical, but consistent committee participation (and transition from one student representative to the next) remains a challenge. Better methods for the timely identification of student representatives and compatible meeting times are necessary.

The process of seeking student input through a formal vote by the ASG can be complicated. Technological improvements throughout both the College and the District (e.g., student e-mail, College and District Web pages, and computerized scheduling) should enhance and improve student communication and participation.

5. **Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.**

DESCRIPTION

The Admissions and Records Office is responsible for the admission and enrollment of all students at the College. The application process is one that ensures that all eligible students are admitted to the College. Specific student data is collected to assist in attracting a diverse student body. Students requiring assistance in the admission process or in registration are given priority registration and are referred to the appropriate student services programs. Each division is responsible for the validation and review of assessment instruments which it submits to the Office of Matriculation.

APPRAISAL

One of the duties of the proposed Dean of Development, Research and Planning was to work with the Matriculation Coordinator to conduct a review of the assessment instruments used in ESL and English placement in Fall, 1998. They were also to develop an assessment review grid with specific timelines and objectives. At the February 17, 1998, meeting, the Board of Trustees rejected the proposal to establish the positions of Dean of Development, Research and Planning at both Saddleback and Irvine Valley Colleges. The Board, however, did give some indication that it might be willing to reconsider establishing the positions at a later date.

In the meantime, research and development continues to be undertaken sporadically. Due to lack of statistical and analytical support, many divisions that submit assessment instruments to the Office of Matriculation are unable to review those instruments regularly. The Office of Matriculation has delegated $14,000 of a $144,000 Non-Credit Basic Skills allocation from the state to hire a researcher whose prime objective is to provide a review of the assessment instruments used in ESL and English placement. There is no funding for current review of each division's assessment instruments.
The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

**Description**

Saddleback College made a commitment to centralize all student services in one location when the Student Services Center (SSC) was built in 1990. This has greatly increased the accessibility of services to students. The SSC houses Student Development and the ASG, Admissions and Records, Financial Assistance, EOPS/CARE, Special Services, DSPS, the Center for Career/Life Development, which includes the Re-Entry/Women's Center, Career Services, Career Guidance and the Transfer Center. Also in the SSC are Counseling Services, Matriculation, the College Bookstore, the College Cafeteria, and the office of the Vice President for Student Services. Most departments are open from 7:30 a.m. to 8:00 p.m. Monday through Thursday and from 7:30 a.m. to 4:30 p.m. on Fridays.

Students can access the College Catalog and the Schedule of Classes on the College’s Web site. Students can register for classes and gain access to their final semester grades by telephone. Online delivery of information to students includes applications for financial assistance, the use of computerized articulation through Project ASSIST, Project Pathways, an on-line application and College link to the Universities of California, CSU MENTOR, career guidance tests, and job search services through Job Trak.

Future plans include the development of a relational student information system. Saddleback College has recently received a Title III grant for the development of a comprehensive student services tracking system.

**Appraisal**

Over the past five years the student population of Saddleback College has grown more diverse (Ref. 5.12). Student Services programs have attempted to address the academic, personal, and vocational concerns of changing student demographics within limited budget and staffing constraints.

Staffing issues continue to be a challenge for all Student Services programs. Due to funding restrictions many vacant faculty and classified positions have gone unfilled. The duties associated with those positions have been reassigned to remaining staff members. As a result, workloads
have increased, sometimes doubled, in order to try to maintain the same level of services to students.

Computer utilization has enhanced the means of service delivery to students.

With District assistance, the Student Financial Assistance Office has converted to Powerfaids, a College Board stand-alone financial aid management system.

Counselors’ ability to provide information to students has been enhanced by project ASSIST, a computerized articulation program. Other computerized information includes College catalogs and career information.

An Early Alert program was developed in 1991. Instructors use coded class rosters to send personalized messages to students who are experiencing academic difficulties. This program provides students with valuable timely information about their academic progress and refers them to appropriate College support services and resources.

Since 1992 the College has established a comprehensive Transfer Center. The College has established a half-time Transfer Center Coordinator position, and provides funding for an Underrepresented Student Coordinator and a program assistant to facilitate transfer activities at the College. Saddleback College and the District, in conjunction with University of California, Irvine, conducted the first on-line application to the University in 1994.

The College has established an International Student Center on the campus. As a result, the number of foreign students attending Saddleback College has increased to more than 200 (Ref. 5.13).

Students are able to register, add/drop classes, and obtain semester grades by telephone. Telephone problems have yet to be addressed in both the Admissions & Records Office and the generalist counseling office. The telephone communication system needs to be improved to provide better student access to services.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

DESCRIPTION

Saddleback College has instituted a number of programs and services that support an increasingly diverse student population. These include the Cross Cultural Studies program/Cross Cultural Center and International Education Centers, Associated Student Government sponsorship of programs designed to promote sensitivity and understanding of gender, cultural, racial and disability-related diversity, such as Black History Month, Disability Awareness Week, Multicultural Student Support and Development
Experience, and Women’s History Month, a Student Equity Committee, and a Director of Special Services to coordinate and facilitate programs and services that address the needs of individuals with disabilities.

APPRAISAL

Saddleback College has made progress toward creating a campus climate that provides education and support for diversity. The establishment of the Cross Cultural Studies Program and the International Education Program, the creation of more diverse curricular offerings, and the advocacy for greater diversity on campus serve as indicators of this progress. Despite these advances, some concern has been expressed about the merger of both the facilities and the supervision of International Education with the Cross Cultural Center. When the Cross-Cultural Program was first established, it was run by a faculty coordinator working on 60 percent reassigned time. The International Studies Program was a separate entity run by a coordinator working on 40 percent reassigned time. The Fall, 1997, merger of both programs and supervision of both programs were cited as a cost-saving measure. The reduction in reassigned time for the current coordinator, essentially doing two jobs at 40 percent reassigned time, is seen as being detrimental to the viability of both programs. Because the student populations served by these two programs are separate and distinct, with no overlap, it is critical that these programs return to their former separate and distinct existences. With the recent dramatic changes in both District and College administration, there is also concern as to the stability of funding and support for both programs.

Saddleback College will continue to serve an increasingly diverse population. The College must continue to hire faculty members who understand the need for diversity. Curriculum development must respond to the needs of a more diverse student population and the Cross Cultural Studies Program should be in a position to serve the needs of a larger segment of the student population.

PLANNING AGENDA

a. In Fall, 1998, the office of Student Services will conduct a review and identification of College resources (staffing and funding) required to address the needs of programs and activities that serve and support the diverse student population.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.
DESCRIPTION

Saddleback College supports a co-curricular environment for students that includes 49 student clubs and honor societies, a monthly Humanities Hour, athletic programs, cultural activities, forensics programs, music performances, theater productions, a student newspaper, and College guest speakers. The student clubs allow students to participate in and contribute to the life and interests of the College and the community. The ASG offers an opportunity to promote the intellectual, social, and civic welfare of students through the proper and effective exercise of self-government. The College offers a student leadership course, APSY 166, which addresses diversity, ethical, and organizational issues. The ASG manages a budget of roughly $600,000 dollars and provides financial support for campus activities such as the annual scholarship ceremony and for student travel for state and national competition. In addition, it provides funding for student leadership training.

APPRAISAL

Student support on committees provides positive contributions to College life, with students playing an identifiable role in the decision-making process at the College. The success of campus clubs rises and falls with each school year. A real challenge is to maintain the continuity and stability of these clubs, the composition and direction of which changes with the influx of new students each year and with the change of club leadership.

9. **Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.**

DESCRIPTION

The Admissions and Records Office is the College's official custodian of student admission and academic records and works with the District and other College departments to provide information, data, and access to student records. These records are permanently maintained in several forms. The College has worked with District Information Resources to provide a computerized backup system of student data and academic records. To ensure confidentiality, the College makes every effort to enforce current District and College policies prohibiting the release of student information without prior student notification.

The current electronic data retrieval system is secured by workstation passwords. The Office of Admissions and Records has initiated additional security measures to restrict access and to ensure confidentiality of student records. Additional electronic passwords, security gates, elec-

STUDENT SUPPORT AND DEVELOPMENT
Electronic buttons, door locks, door combinations, and limited key access have been implemented to restrict access to the Admissions and Records work areas. The office maintains fireproof locked file cabinets for historical documentation of some, but not all, student records. Limited electronic storage is provided when resources are available.

Access to student data has been accomplished through verbal requests to the College Data Processing Unit of the Office of Admissions and Records and the District Information Technology Department. The Data Processing Unit is developing a formal data-request process to provide appropriate access to student information, and to prevent the release of unauthorized student information.

The Admissions and Records Office has implemented a student transcript processing system using security paper in transcript production which will minimize unauthorized transcript production.

APPRAISAL

Access to and maintenance of Students records still need to be addressed, perhaps by implementing a more aggressive plan for advancing the electronic storage and access of student records and files. Additional resources must be identified to effectively support the scanning of student records. Access, retrieval, and maintenance systems for international student records must be developed to ensure the appropriate maintenance of these records and effective support services for these students.

There continue to be concerns about unauthorized access to students records. The record file room and the common work areas containing student records must be made more secure. The College adheres to its policies, procedures, state and federal guidelines, and legislation regarding the preservation, security, and confidentiality of student records, regardless of the form in which the records and files are maintained.

The District mail and warehouse system needs improvement to ensure maximum security of the receipt and delivery of transcript forms. The Admissions and Records office has implemented a physical locking system with restricted access to transcript forms and equipment to assist in preventing the production of unauthorized transcript documents.

PLANNING AGENDA

a. The College will develop written procedures for access to student records and files by other College offices, including the Office of International Educational Programs.

b. The College will identify additional resources necessary to fully implement an aggressive electronic data storage and retrieval system.
c. The College will investigate redesigning the student records and file room to ensure a permanent secure backup system for student records and files.

d. The College will implement measures to restrict access to computer server areas.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

DESCRIPTION

Each office in Student Services evaluates its programs and services. Goals and objectives are developed each year and included with those of the instructional divisions, which become part of the College goals, as defined in the College Catalog.

The Student Services departments conduct their own research to determine student satisfaction, including student evaluations and assessment of student needs and outcomes. Departments rely on input from classified staff, and they follow all federal, state, and institutional policies, procedures and mandates regarding evaluation of services.

Each semester departments within the Counseling Services and Special Programs division distribute a survey to every student visiting these offices. The survey asks the student about the type and quality of the visit. Advisory committees for EOPS and Special Services meet annually and provide input.

In compliance with Title V regulations, the EOPS participants annually complete a program evaluation. The Health Center staff evaluates its services on an annual basis.

Safety and Security leadership and staff employ a participatory team evaluation to improve the effectiveness of an existing service or to determine the resources needed to add a service.

The Child Development Center staff evaluates services in order to meet the accreditation requirements of the National Academy for the Education of Young Children.

The Financial Assistance Office is evaluated daily by management and staff. Low Cohort Default rates in the loan programs and clean financial reports are evidence of proper administration of the financial aid programs.

APPRAISAL

During the first two weeks of March, 1997, each department within Student Services completed a survey (Ref. 5.14), in order to provide empirical data in response to this standard. Survey responses indicated that the services provided were appropriate, adequate and effective.
Admissions and Records services and procedures are reviewed, assessed, and improved by regular staff meetings, input from the instructional Deans, College administration, students, and other members of the academic College community.

Results from the Institutional Effectiveness Survey indicate that every department perceives that the services provided are appropriate, adequate, and effective for the students of Saddleback College.

Although each department is unique, there is a need for a coordinated and consolidated effort for systematic program evaluation in the Student Services division. The previous self study indicated that Student Services lacked a comprehensive planning and evaluation process on a College-wide basis. Implementation of new information management systems along with student tracking will provide for a comprehensive planning and evaluation process for the Student Services division and the College as a whole.

DOCUMENTS

5.1 Saddleback College Schedule of Classes
5.2 Saddleback College Catalog
5.3 International Students Admissions Information Packet
5.4 Legal Assisting Program Admissions Information Packet
5.5 Nursing Programs Admissions Information Packet
5.6 Saddleback College Admissions Policy
5.7 Saddleback College Student Handbook
5.8 Disabled Students Programs and Services End of Year Report
5.9 Saddleback College Matriculation Plan
5.10 Management Information System Student Count Report
5.11 Extended Opportunity Programs and Services End of Year Report
5.12 Student Ethnicity
5.13 International Student population
5.14 Student Services departmental surveys
STANDARD SIX

INFORMATION AND LEARNING RESOURCES
STANDARD SIX

INFORMATION AND LEARNING RESOURCES

Ana Maria Cobos          Faculty (Chair)
Susan Corum              Administration
Gita Satyendra           Faculty
Mark Schiffelbein        Classified Leadership
Bonnie Stephenson        Faculty (Associate)
Patti Weekes             Classified
Tom Weisrock             Faculty

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, program, and degrees wherever offered.

DESCRIPTION

The library's collection consists of 96,000 books, 350 periodical subscriptions with microfilm/fiche, over 21,000 non-print materials including videocassettes, filmstrips, audiocassettes, compact disks, video disks, records, and a CD-ROM network with Web access of 14 databases covering
magazines, newspapers, and government documents. The library has 15 EllieCat (on-line public access catalog) terminals which offer public access to the cataloged print, audiovisual resources, and periodical holdings of both Saddleback College and Irvine Valley College libraries. From Monday through Saturday, the library is open a total of 69 hours.

The Learning Assistance Program (LAP) provides peer tutoring in academic subjects, tutor training, and study skills workshops for Saddleback students. Services include one-on-one, small group, drop-in, and in-class tutoring sessions. The Interdisciplinary Computer Center (ICC) provides computers and software for use across the curriculum. The Social and Behavioral Sciences and Liberal Arts division, in cooperation with the Learning Resources division, presently operates the English Writing Laboratory as an adjunct to English courses. From Monday through Thursday the LAP/ICC is open a total of 40 hours.

The Innovation and Technology Center (ITC) focuses on three primary areas of instructional support: faculty and staff development, computer and network management, and audio-visual systems. Since Spring, 1996, the ITC has provided 239 workshops, which accounted for more than 1700 attendances. The ITC is also responsible for the installation, maintenance and repair of over 1,000 computers on the College campus. Beginning in 1995-1996, through the District's Technology Initiative, the College has embarked on an ambitious upgrade of its technology infrastructure that offers connectivity to all classrooms and offices on campus. The College's Audiovisual Department is also part of the ITC and it offers instructional equipment support for faculty and staff. From Monday through Friday the ITC is open a total of 57 hours.

APPRAISAL

The library has developed a local area network of CD-ROM and Web databases to support faculty, student and staff research needs. The network provides several full-text resources, with some materials available in abstract or citation only. While the network provides scholarly resources for nearly all subjects, support indexes for business topics are weak.

Students complain that the age of the book collection often restricts them to CD-ROM and Web resources for current information. Since 1992 considerable effort has been made to add multicultural resources to the collection, with support from several on- and off-campus funding sources.

In 1995-1996 the South Orange County Community College District (SOCCCD) launched its District Technology Initiative. In Summer, 1997, 30 new computer workstations were installed for on-line library research. Forty additional workstations, dedicated to word-processing and electronic mail, were deployed in Spring, 1998.

Responses to the Institutional Effectiveness Survey (IES) indicated that while 37 percent of faculty and staff responding agreed that learning resources (traditional and electronic) are easy to access and use, 44 percent disagreed with this statement, which indicates that ease of access and use must be improved (Ref. 6.1). The Community College Student Experiences Questionnaire (CCSEQ) did not ask this same question.
The District is planning to install a Web version of EllieCat, the on-line catalog. This should greatly expand access to campus resources.

The ICC is one of two open-access computer centers on campus where students can use word processing equipment.

Fifty-four percent of the respondents to the IES agreed that the tutoring services in the LAP/ICC are satisfactory (Ref. 6.2).

Overall there is a strong perception that the ITC is doing a good job with its limited resources. Forty-eight percent of those responding to the IES agreed that financial resources are sufficient (Ref. 6.3), 55 percent agreed that the ITC staff are responding to service calls in a timely manner (Ref. 6.4), and 46 percent agreed that ITC hours are adequate (Ref. 6.5).

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Description

The library staff selects and maintains traditional learning and information resources such as books, periodicals, pamphlets, microforms, and audio-visual software, as well as electronic formats (Ref. 6.6). Recommendations from faculty, students, staff, and community members are encouraged. Ten percent of each year's book budget is set aside for faculty book requests, which are given priority. Gift materials are welcome and added when appropriate to the College library collection. Librarians use selection tools such as professional library journals, publishers' catalogs, on-line sources, instructor bibliographies, and faculty recommendations and act as liaisons to instructional divisions.

Librarians are responsible for the selection and acquisition of electronic learning resources such as on-line and CD-ROM products. The ITC installs software and maintains computer workstations, accompanying software programs, and other instructional hardware. The ITC also ensures that selected software and equipment are compatible with that already present in the College system, meet minimum College standards, and can be maintained by the ITC.

The Library Focus Group, a subcommittee of the District's Reference Network Advisory Group (REFNAG), has representation from both college libraries. This group considers selection, cost-sharing, and maintenance of shared electronic research resources. The District and College share software/hardware maintenance responsibilities. The College maintains servers, CD-ROM towers, and software on the College network. The District is responsible for software programs that reside on the District servers.
The LAP/ICC does not have sufficient funding to acquire adequate educational equipment and materials.

The ITC supports campus-wide technology needs for instructional purposes. With input from faculty the equipment acquired and maintained meets minimum standards developed to support the educational program.

APPRAISAL

Faculty and staff responding to the IES generally gave high marks to selection, acquisition, and maintenance of information and learning resources. Eighty-two percent of full-time faculty responding to the survey agreed that the services from the library are satisfactory (Ref. 6.7). Fifty-nine percent of full-time faculty and 68 percent of part-time faculty agreed that the library holds books, periodical literature, media, and electronic resources sufficient in depth, diversity and currentness to support student learning. There was a strong perception that the College provides adequate training to use information and learning resources effectively (Ref. 6.8).

In the 1992 Self Study, the library was criticized for having a general collection that was out of date to support research in current events. This issue has been addressed in part by the generosity of the Associated Student Government, which has donated more than $47,000 since 1992 for the purchase of library books. In the same time span, the Friends of the Library have contributed nearly $28,000 for the purchase of information and learning resources. During 1997-1998 an additional College allocation of $56,000 was provided for library books and audiovisual materials.

Of exceptional note is the replacement of the card catalog in use during 1992 Self Study by an on-line system supplied by Data Research Associates (DRA). Nicknamed EllieCat, the on-line catalog provides comprehensive access to the book, periodical and audio-visual holdings of both Saddleback and Irvine Valley College (IVC) libraries.

Although cost-sharing for electronic resources has been a mutual goal of both colleges, the Library Focus Group of REFNAG has not been able to reach agreement on which databases will be mutually accessible, nor is there an agreement on the funding mechanism for shared resources.

Staff vacancies have impacted the day-to-day operations of the entire library. Since September, 1996, two full- and one part-time library assistants have resigned. To date only one position has been filled. Acquisition, cataloging, and processing of new materials is now more difficult and is taking longer than before. Several circulation tasks are not being carried out on a regular basis as staff focuses on checking out and renewing books and periodicals.

Current periodical subscriptions have been reduced to 350, down from 375 in 1992. (The 1992 self study reported that in 1989 current subscriptions numbered more than 600.) This loss has been only slightly offset by the acquisition of new electronic databases.

LAP staff has been actively involved in the development of the Saddleback College Technology Master Plan and the District Technology Initiative. Response to IES questions regarding the LAP and ICC reported a widespread satisfaction with their services (Ref. 6.2).
The ITC staff has performed well in meeting the goals of the District Technology Initiative. Responses to the IES supported a strong perception that the ITC is performing well despite overwhelming difficulties (Ref. 6.3). Staff shortages and vacancies in the ITC impact the installation, maintenance, and training of electronic learning resources used by the library.

PLANNING AGENDA

a. The LAP/ICC will seek funding for equipment via the competitive process of the Instructional Equipment Committee.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

DESCRIPTION

The library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations, Internet workshops, the Lariat (student newspaper), College publications, the library Web page, and printed materials. Last year librarians taught approximately 200 library orientations at the request of faculty, structured to meet specific class needs. The library also offers research skills classes. Library hours during the fall and spring semesters are 8:00 a.m. to 9:45 p.m., Monday through Thursday, 8:00 a.m. through 3:45 p.m. on Friday, and 9:00 a.m. through 1:45 p.m. on Saturday. During summer session, the hours are 8:00 a.m. through 8:45 p.m., Monday through Thursday and from 8:00 a.m. through 1:45 p.m. on Friday. Reference librarians are on duty when the library is open.

The resources of the LAP/ICC are promoted through printed materials such as the Schedule of Classes, the Lariat, flyers, posters, and bookmarks, through presentations made to student clubs and student orientations, and through faculty in-service. The LAP is open from 8:00 a.m. to 8:00 p.m., Monday through Thursday. One hundred fifty tutors provide 2,000 hours of tutoring assistance per month to Saddleback College students. Approximately 1,500 to 2,000 students use the LAP each semester. The ICC is open 35 to 40 hours per week. Between 700 and 1,000 hours of computer use is tracked each month. Approximately 700 students use the ICC each semester. Thirteen English 300 classes are held in the ICC each week.

The ITC is open to College faculty and staff Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday, 8:00 a.m. to 5:00 p.m. The ITC provides an extensive training program for faculty and staff throughout the year. The Audiovisual Circulation department moved from the Learning Resources Division to the ITC in 1996 and Audiovisual Circulation services are scheduled by contacting the ITC staff.
APPRAISAL

Responses to the IES indicated a need for improved access to learning resources by faculty and staff. Forty-four percent of staff responding disagreed that access and use of materials is easy (Ref. 6.1). Thirty-one percent of students responding to the CCSEQ said they never use the library, 57 percent never check out books, 41 percent never use the card catalog, 50 percent have never prepared a bibliography, and 41 percent have never asked a librarian for help (Ref. 6.9). One very likely explanation for these figures is that the classes surveyed may not have included a library research assignment.

Significant efforts have been made since the 1992 Accreditation Self Study to assess library skills of students taking the matriculation tests. English as a Second Language (ESL) classes have been surveyed for special needs. This has resulted in the creation of a special section for ESL-level materials on the upper floor of the library. The ESL survey results (Ref. 6.10) indicated a need for more non-fiction materials in the ESL section. The librarian responsible for selecting ESL materials has made a concerted effort to add non-fiction resources. In addition, in Spring, 1995, another librarian dedicated her sabbatical project to researching the unique library instruction needs of ESL students. The library instruction librarian developed an instructional unit for use by all English 1A classes, but not all faculty in the department chose to adopt it. All English 1A classes come to the library for a specialized orientation during the semester.

The hours of the LAP and ICC are limited due to lack of funding. Tutoring is offered 12 hours per day Monday through Thursday made possible by more than 100 volunteer tutors. Thirty-five to 40 hours of computer access are provided each week. The budget supports only 20 hours of part-time assistance in the ICC. Students need access to tutoring and computers on Fridays and Saturdays. The LAP/ICC cannot currently satisfy this need.

Fifty-four percent of faculty, staff and administrators responding to the IES agreed that the services available for tutoring are satisfactory (Ref. 6.11).

Fifty-five percent of faculty and staff responding to the IES agreed that the ITC staff responds in a timely manner to requests for service and equipment (Ref. 6.4). Forty-six percent of faculty and staff agreed that ITC's hours of service are adequate (Ref. 6.5).

PLANNING AGENDA

a. The LAP/ICC will seek to expand its evening and Saturday hours of service as funds allow.

b. The library staff will work toward providing campus-wide access to the library's local area network and off-campus access to the on-line library catalog.
4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

DESCRIPTION

In July, 1997, the District Board of Trustees reorganized the administrative structure of the College without input from the College community. The Dean of Learning Resources was transferred to IVC and another Dean now oversees the Library, Distance Learning, Teleconferencing, the Interdisciplinary Computer Center, and the Learning Assistance Program as well as the Technology and Applied Science division, the ITC, and Technology Services for the entire campus.

The library employs seven full-time and several part-time librarians with MLS degrees (one doctorate), one secretary, three Library Technicians, four Library Assistant IIs, one full-time Library Assistant I, three part-time Library Assistant Is, one Media Services Supervisor, one Specialist Aide and several student aides. The ICC/LAP employees include one Senior Instructional Assistance Specialist and five part-time Instructional Assistance Specialists, one Specialist Aide, student aides, and numerous volunteer tutors.

The Dean oversees the Innovation and Technology Center. The ITC Director supervises two full-time Senior Lab Technicians, two full-time Instructional Assistants for Computers, two full-time User Services Analysts, two full-time and two part-time Audio-Visual Technicians. Librarians also provide basic and advanced instruction in learning to use traditional and electronic research resources in the ITC.

APPRAISAL

Response to the IES indicated broad satisfaction (64 percent) with the availability of information about and training for new technologies (Ref. 6.8). Seventy-nine percent of the respondents agreed that library services are satisfactory (Ref. 6.7). Staffing seems to be adequate in the library to satisfy faculty and staff needs. Response to the CCSEQ showed that a large percentage of students never or rarely use the library or its resources. (Ref. 6.10). A possible explanation is that not all instructors include library research in their curriculum and therefore students do not have a curriculum-related need to use the library. Another possible conclusion is that students surveyed were from classes which do not yet rely heavily upon library research for completing class assignments (e.g. ESL and some vocational classes).

While it may appear that the library is adequately staffed, it is important to note that there are several vacancies. Two full-time Library Assistant II positions are vacant. Both positions are critical to providing appropriate support to students and other users of information and learning resources.

Fifty-four percent of faculty, staff and administrators responding to the IES agreed that the services available for tutoring are satisfactory (Ref. 6.2). However, IES question 84 indicates that 41
percent of the respondents did not have enough knowledge about the ICC to know if the services were satisfactory (Ref. 6.2).

Although response to the IES reported widespread satisfaction with ITC services, there was a significant (27 percent) number of respondents not aware of ITC services (Ref. 6.12).

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

DESCRIPTION

The library's annual book budget for the last several years has remained at approximately $25,000. The periodicals budget also has been $25,000 per year. The media supply account which pays for electronic resources subscriptions has been $8,000 to $14,000 a year. At the end of each academic year this account is augmented by dedicated revenues that enable acquisition of audiovisual resources.

Supplemental funding ($47,000 since 1993) from the Associated Student Government (ASG), the Friends of the Library (nearly $28,000 since 1992), and other sources, has allowed the library to maintain an adequate level of service.

Throughout 1996 and 1997, the District Technology Initiative provided a campus-wide network of computer equipment to improve access to information and learning resources electronically. A network-based security system is being examined to secure and protect the equipment housed in the library and other campus buildings.

The LAP tutor budget has been reduced by one-half during the last ten years, from $40,000 to $20,000 annually. At the same time, the rate of pay for tutors has increased from $3.85 to $5.75 per hour.

APPRAISAL

Forty-five percent of faculty and staff responding to the IES did not agree that the College allocates sufficient financial resources to the library collection and other learning resources (Ref. 6.3). While College financial support has been level, it is important to note that, according to the 1996 Bowker Annual, over the last five years the cost of books and periodicals has increased by 15 percent and 11 percent respectively. In addition, sufficient funds for purchasing audiovisual materials for instruction have not been available. The income from the student use of copiers that had been transferred to the media supply account is now no longer available due to a new photocopier service contract. The division has been fortunate to receive additional support from the
ASG, the Friends of the Library, the College Foundation and other sources that have made it possible to maintain, secure, and improve its information and learning resources.

In Fall, 1996, the DTI was launched. By the end of 1997-1998 six million dollars will have been spent to upgrade the technology infrastructure, hardware, and software District-wide. While the infusion of these one-time funds for technology is a necessary expenditure, funds for maintenance, training, and technology upgrading are not part of the plan.

The library and learning resources budget needs to be increased on a continual basis, to a more realistic level to meet growing needs for acquisition, access, and maintenance of traditional and non-traditional resources including audiovisual materials. The Library and Learning Resources must not rely on outside funding sources for basic programmatic needs.

Fifty-four percent of faculty and staff responses to the IES agreed that LAP tutoring services are satisfactory (Ref. 6.11). This excellent service is provided mostly through the dedication of volunteer tutors. In fact, during the last several years, funding for paid tutors had decreased and more volunteer tutors are being used.

The equipment budget for the operation of the ITC is sufficient, however, concentrated demands on the existing staff have been overwhelming. The ITC needs to make an assessment of its personnel requirements and forward requests to the College.

PLANNING AGENDA

a. The library will create a dedicated budget for acquisition of audiovisual materials.

b. The ITC will address its staffing requirements with College administration.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

DESCRIPTION

Saddleback and IVC libraries have informal agreements to serve each other's students. This is facilitated by a district-wide on-line catalog, which highlights local campus resources while also displaying those of the sister campus. Saddleback College students are informed in library orientations that all resources in the database are available to them. Students may opt to travel to the IVC Library to pick up materials or students may submit interlibrary loan requests through the

INFORMATION AND LEARNING RESOURCES
Saddleback College reference desk. Circulation staff process the requests and the items are delivered to the sister campus for student use within 48 hours. Access to the periodicals and audiovisual resources is currently limited to faculty and staff. Information about all library services is presented in the Lariat fall orientation issue and all official College publications.

Saddleback College and the California State University, Fullerton Mission Viejo (CSUF-MV) campus have formal agreements to serve each other's students. In library orientations, students are informed that once the resources of the Saddleback College and IVC libraries are exhausted they may consult the collection of the CSUF-MV Library. Saddleback College librarians verify CSUF holdings before sending students to the satellite library. All resources of the CSUF main campus library are accessible to Saddleback College students through a photocopy and courier service. All Saddleback College students have full library privileges at the CSUF Library in Fullerton through its open access policy. The Saddleback College Honors Program students have secured additional library privileges with UCI, UCLA and Chapman University libraries (Ref. 6.13).

APPRAISAL

Saddleback College and IVC libraries share book resources to benefit students at both campuses. Faculty from both campuses benefit from this cooperation because all resources regardless of location are available to them. Services to students can be improved by making periodical and audiovisual resources available as well. Staff on both campuses have access to e-mail and fax service, and it is possible to expand the current level of cooperation to include these resources.

Saddleback College students and faculty are well served by the CSUF-MV Library. Over 94 percent of requests for books or periodical articles were satisfied during the last year and a half according to statistics collected by the CSU-MV librarian (Ref. 6.14). Mission Viejo Library opened its doors to the community in October, 1997. With this new library come opportunities for cooperation to benefit all users.

PLANNING AGENDA

a. The College will pursue more cooperative interlibrary resource utilization efforts with the IVC library such as on-line requests, fax service, etc.

b. The College will establish cooperative resource sharing efforts with Mission Viejo library.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

122 STANDARD SIX
DESCRIPTION

The librarians evaluate CD-ROMs, electronic resources, periodicals, reference books, and the circulating book collection regularly and systematically. Based on student requests and budget, electronic resources (CD-ROM databases) are evaluated several times during the year to determine effectiveness and value to student research and information needs. Librarian liaisons to campus divisions and/or disciplines consult with faculty in weeding the book collection and in acquiring new resources. With the DTI in full operation, information resources and services will be changing dramatically in the next two years. In Spring, 1997, the Library Focus Group of the REFNAG was formed and includes library staff from both colleges and District Information Technology staff. The group's charge is to determine which databases and information resources will be accessible through the colleges' Web sites, to evaluate vendors and resources for inclusion on the "electronic reference desk" and to centralize the costs, the deployment, and the maintenance of electronic reference resources.

Bibliographic instruction and reference statistics are used to determine the schedules of instruction librarians. Reference activity statistics are collected every semester and are reported in the division's annual report to the State Chancellor's office.

The LAP regularly seeks student feedback and faculty input about the success and impact of LAP services to students. On-going evaluation methods are surveys to students and faculty and anecdotal evidence. Data is reviewed on an ongoing basis, including the number of hours of assistance provided. Tutoring 100 student success is surveyed every semester and tutoring methods and strategies evolve and change based on these evaluations.

The ITC, with the help of the College's Institutional Technology Committee, has centralized equipment and technologies, has developed a set of standard specifications for computer hardware and software, has scheduled deployment of equipment to classrooms, labs, the library, offices and other centers, and is creating a maintenance and replacement procedure for the new equipment.

APPRAISAL

The library evaluates its information and learning resources in a variety of ways which contribute to improvement of the program. However, there is no coordinated effort to the various evaluations currently taking place.

The Library Focus Group of REFNAG is a committee at the District level which represents the interests of the Saddleback College and Irvine Valley College libraries. Efforts are being made through this committee to coordinate and synchronize library-related technology for both campuses. REFNAG needs to become a more effective representative for both libraries at the District level.

The evaluation methods presently in place (surveys and interviews with students) are time-consuming, especially in light of the fact that statistics are gathered manually and then analyzed. The implementation of new information management systems will provide easier and more
accurate tracking of students and will also be able to provide more information on student success than is currently available.

Because it is so new, the ITC does not yet have in place a systematic evaluation process for its services. It does, however, respond to curriculum-driven changes by updating and replacing computer software. The ITC is currently completing the deployment of the DTI and has plans to address the adequacy and effectiveness of its services by drafting and implementing a process for systematic evaluation.

**Planning Agenda**

a. *The library will coordinate the evaluation of its resources and services with program review.*
<table>
<thead>
<tr>
<th></th>
<th>Document Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 75</td>
</tr>
<tr>
<td>6.2</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 82 and 84</td>
</tr>
<tr>
<td>6.3</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 72</td>
</tr>
<tr>
<td>6.4</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 73</td>
</tr>
<tr>
<td>6.5</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 76</td>
</tr>
<tr>
<td>6.6</td>
<td>Library Collection Development Policy, BP 6132</td>
</tr>
<tr>
<td>6.7</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 79</td>
</tr>
<tr>
<td>6.8</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 74</td>
</tr>
<tr>
<td>6.9</td>
<td>Community College Student Experience Questionnaire, Questions 1, 3, 4, and 5</td>
</tr>
<tr>
<td>6.10</td>
<td>ESL Survey</td>
</tr>
<tr>
<td>6.11</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 82</td>
</tr>
<tr>
<td>6.12</td>
<td>Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 80</td>
</tr>
<tr>
<td>6.13</td>
<td>Honors Students Library Privileges</td>
</tr>
<tr>
<td>6.14</td>
<td>CSU-MV Library Survey</td>
</tr>
</tbody>
</table>
STANDARD SEVEN

FACULTY AND STAFF

Mark Kruhmin Classified (Chair)
Greg Bishopp Administration
Beth Brokaw Classified
Jennifer Forouzesh Faculty
Lee Haggerty Faculty
Roni Lebauer Faculty
Richard McCullough Administration
Penny Lewis Classified
Bill Riley Faculty

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social and economic backgrounds by making positive efforts to foster such diversity.

A. QUALIFICATION AND SELECTION

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.
DESCRIPTION

It is the goal of the institution that staff be sufficient in number and diversity to provide effective instruction, student services, support services, and administration. Saddleback College carefully selects its faculty, administrators, and classified staff in order to meet the educational objectives of the institution. Due to fiscal restraints the College is not replacing vacancies as they occur. There are over 30 faculty vacancies and over 20 vacancies in the classified staff as well as several vacancies in administrative staff.

The College has created a process for prioritizing full-time faculty and classified positions in order to support programs and services when critical staffing situations arise or funds become available to support hiring.

APPRAISAL

There is a perception that staffing levels at Saddleback College are not sufficient to maintain program integrity, student services, support services, learning resources, and administration. Approximately 50 percent of the respondents to the Institutional Effectiveness Survey (IES) felt that the current number of faculty and classified personnel in their divisions is not appropriate to meet the educational goals of students (Ref. 7.1). As an example, the Liberal Arts division experiences a staggering ratio of approximately four part-time to one full-time faculty. The majority of full-time vacancies in all employment groups have not been replaced. The non-replacement of staff has resulted in heavier reliance on fewer full-time employees to carry out day-to-day tasks. Prior to the administrative reorganization imposed by the Board of Trustees in July, 1997, approximately 75 percent of the respondents to the IES agreed that there were a sufficient number of administrators to provide effective instructional and support services (Ref. 7.2). This survey, however, was administered to the College community in May, 1997, and since then, faculty reports to the Academic Senate have documented the negative impact on instructional programs and support services brought about by the administrative reorganization (particularly the removal of Deans and/or the change in their areas of responsibility) and by the reduction in reassigned time for chairs. Nearly 50 percent of respondents did not believe that the College maintains a sufficient number of classified staff overall to provide effective instructional and support services (Ref. 7.3).

PLANNING AGENDA

a. The College will maintain current staffing levels and seek to improve the full-time to part-time faculty ratios.

b. The College will maintain current staffing levels and will, as funds allow, fill classified vacancies.

c. The College will seek to insure more equity in the administrative workload. The College will maintain current staffing levels and will, as funds allow, hire more administrators.
A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

DESCRIPTION

The minimum qualifications for faculty are defined by Title V. The application and selection processes are defined by District policy.

The selection criteria for full-time faculty are determined by the division, the appropriate Vice-President and the College President. Job announcements which list the selection criteria are published in standard journals and periodicals and widely advertised. The Board of Trustees has elected to change the effective past practices for hiring senior administrators through the Vice-President level. The new policy allows the Board of Trustees to participate in any level of the hiring process, including making the final decision (Ref. 7.4). Classified job descriptions in existence at the time of the 1991 reclassification study were approved at that time. The job description for any position established since then was written by the division and approved by the appropriate bargaining unit and through the administrative process. Classified job listings are distributed throughout the College and to the public through an established mailing list. Additional advertisements are placed in publications as appropriate. Applicants for all faculty, administrative and classified positions are paper screened, interviewed and selected on the basis of these published criteria.

The College president oversees the implementation of the hiring policy. Each applicant must meet the minimum qualification requirements as established by the Statewide Academic Senate and adopted by the California Community College Board of Governors. The objectives of the hiring policy ensure that the District hires candidates who are fully qualified and competent as judged by their peers and potential supervisors, and that the hiring process is conducted in a consistent and uniform manner.

In accordance with institutional objectives, an affirmative action officer is a member of each hiring committee. Prior to the approval of the official position announcement, the affirmative action officer establishes a goal using data from the State Chancellor’s office (as per the District affirmative action plan) for race, ethnic, and gender diversity for the position.

APPRAISAL

The Office of Human Resources is responsible for the advertisement of all job announcements, however, specialized advertising for faculty positions is many times referred back to the division. Since division budgets are allocated for instructional purposes, adequate advertising does not
always occur. Commitment by the Board of Trustees to funding for faculty positions does not come in a timely enough manner to advertise effectively for a satisfactory pool of candidates.

PLANNING AGENDA

a. The College will encourage the District to allocate sufficient funding for specialized advertising of tenure-track faculty positions.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

DESCRIPTION

Knowledge of the subject matter is the principal criterion for the selection of faculty and procedures for the selection of all personnel are clearly stated and directly related to institutional objectives. To ensure that the faculty member selected has knowledge of the subject matter, the ability to teach effectively, and the potential to contribute to the mission of the College, applicants undergo a rigorous hiring process. The first step of the hiring process is the screening of the applicant files, during which the candidates are scored and ranked. The departmental hiring committee interviews top candidates, based on those who best meet the criteria and qualifications. The provisional finalists are chosen by the committee and their references checked. The President and Vice-President for Instruction interview the finalists and make the final selection. This complex hiring process helps to ensure that the best candidate is selected for the position.

APPRAISAL

Responses to the IES indicated that a large percentage of those polled (approximately 63 percent) agree that the hiring process encourages selection of the best qualified individuals for full-time faculty positions (Ref. 7.5). Fifty-seven percent of the respondents held the same opinion for part-time faculty hiring (Ref. 7.6).
A.4 Degrees held by faculty and administrators are listed in the institution’s primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

A list of full-time faculty and administrators, the degrees they hold, and the names of the granting institutions, is published annually in the Saddleback College Catalog. All degrees are from accredited institutions. Equivalency is established if the degree held is from an institution outside the United States.

APPRAISAL

This process has historically served the District satisfactorily.

B. EVALUATION

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

DESCRIPTION

The College has established procedures and criteria regarding evaluation of all staff groups. Faculty are evaluated once every three years. Part-time faculty are evaluated within the first year of employment and once every six semesters thereafter. For each category of staff there is a formal performance evaluation review form which is completed by the appropriate administrator or supervisor, in accordance with respective collective bargaining agreements. There is a student evaluation process that may be utilized by faculty at their option. While recognizing that faculty evaluation is currently a contractual item, the Saddleback College Academic Senate is currently reviewing a peer evaluation process developed and passed by the Academic Senate at Irvine Valley College (IVC). The Vice President for Instruction evaluates division Deans and the President of the College evaluates the Vice President for Instruction and the Vice President for Student Services.

The evaluation process for classified staff is not clearly defined in the collective bargaining agreement. There are no definitive guidelines stated regarding who actually evaluates an employee's performance. In many areas of the College, classified staff are evaluated by a division
Dean and not by a direct supervisor. In some instances, evaluations are performed by a faculty member serving as a department chair and forwarded to the division Dean for approval. Evaluations are done on a yearly basis for classified employees beyond their probationary period of employment as directed by past practice.

**APPRAISAL**

Faculty evaluation procedures are a contractual item. The District adheres to the provisions of California Education Code 87663 regarding those special districts in which faculty evaluation procedures are collectively bargained. Peer evaluation is an option offered to faculty undergoing evaluation, but it is not required.

Historically, concerns have been expressed that evaluations of part-time faculty and part-time classified staff are not always communicated in a timely or systematic fashion. At this time there is a problem getting evaluations done at all in the absence of chairs and under the guidance of overworked Deans lacking the time and discipline-related expertise to make such evaluations. The current Board concept of 'Deans as generalists' does not allow for the kind of discipline-specific evaluations necessary in measuring both quality of performance and adaptations of current trends in the discipline. Because of these problems, the effort to maintain the quality of part-time faculty may be compromised.

Classified employee evaluations are not guided by contractual terms or by Board Policy. Due to the July, 1997, administrative reorganization, the areas of responsibility for Deans has been greatly expanded, resulting in Deans evaluating employees with whose work they are not familiar.

**PLANNING AGENDA**

a. **The College will recommend that the District implement a tracking procedure for classified evaluation to ensure that they are completed in a timely fashion.**

**B.2 Evaluation processes seek to assess effectiveness and encourage improvement.**

**DESCRIPTION**

The evaluation instruments for all employee groups stress effectiveness of performance and encourage personal and institutional improvement. The goal of the faculty evaluation process is to encourage teaching excellence. A similar process is in place for the evaluation of academic division deans. A written summary of administrative effectiveness is developed by the Vice President for Instruction and reviewed by the administrator and the Vice President. A similar process is
also used by the Vice President for Student Services to evaluate the administrators who serve under the aegis of Student Services.

The goal of the classified evaluation process is to encourage increased job knowledge, quality and quantity of work, and successful interaction with other employees, students, and the general public.

APPRAISAL

The instructor evaluation form has not changed significantly over a number of years. Many faculty have expressed a desire that the evaluation form be made more indicative of instructor teaching effectiveness and professional development, however, this is a collective bargaining item.

At the classified level, there are concerns that supervisors do not always integrate the written evaluation into the total supervisory process to make it a tool for employee improvement. Severe reductions in classified staffing levels have resulted in increased workloads for many employees. The evaluation process does not reflect this, particularly in the areas of quality and quantity of work accomplished.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

DESCRIPTION

The criteria utilized for the evaluation of faculty (Ref. 7.7) assess not only knowledge of the subject taught, but instructor attitude towards the subject, students, and the College and community. The evaluation provides for administrator comment on commendable techniques and qualities, and takes into account instructor attendance and record keeping.

APPRAISAL

Faculty concerns relate to the apparent lack of depth in evaluations and to their lack of usefulness as a tool for teaching improvement. This relates directly to the content and structure of the evaluation report form itself. Except for the space allotted for administrator comments, there is no place on the form where an evaluator might address teaching effectiveness, scholarship or participation in institutional service. Concern has been expressed that evaluations of part-time faculty are not always communicated to the employee in a timely or systematic fashion.
tion and more importantly, as noted above, there are problems in getting evaluations done at all appropriate to areas of expertise.

C. STAFF DEVELOPMENT

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

DESCRIPTION

Faculty, classified and administrative personnel are encouraged and provided opportunities to participate in staff development seminars and workshops. Funds provided by the state are made available for professional development. Applications are reviewed by a staff development committee comprised of members of the same employment category. Faculty are also afforded “flex time” to attend professional development activities presented at times other than the designated In-Service weeks at the beginning of each semester.

APPRAISAL

Staff development committees (administration, classified leadership, faculty, and classified) provide an important mechanism for distribution of staff development funding. There have been some concerns voiced, however, that the distribution of faculty development funds seems inequitable. Both the Faculty and the Classified Staff Development Committees have published guidelines in place which limit the total amount of funding one faculty or staff member may receive within one academic year. Monies allocated in one cycle which go unused are rolled over into the next cycle of funding. This makes it difficult to apportion funds evenly for each of the four faculty and ten classified granting cycles. Also, the number of requests for funding changes at different times of the year and this makes precise, equal apportioning of funds nearly impossible to achieve. Some faculty perceive that the criteria for the grant process need to be fine-tuned to reflect relevance to instruction as an important factor in funding.

Approximately 40 percent of all the respondents (faculty, staff, and administrators) to the IES did not have enough knowledge about the availability of staff development funds to take advantage of them (Ref. 7.8).

PLANNING AGENDA

a. The Faculty Development Committee will review the judging criteria for allocation of funds.
C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTION
The Faculty Development Committee and the Classified Staff Development Committee each conduct annual surveys to determine the types of staff development activities desired for the coming year. Requests for funding are reviewed by staff development committees comprised of members of the same employment groups. These committees plan and execute staff development activities. Requests to present programs during In-Service are submitted to the administration for information prior to a formal program being created. All participants are required to submit written evaluations of all funded activities.

APPRAISAL
The planning and evaluation of staff development programs has been quite successful, with considerable input from all levels of employees. Faculty programs attempt to focus on a theme which is carried through the In-Service week. At the end of the week, all staff receive an evaluation form to fill out and return which assesses the success of the current In-Service week and solicits topic suggestions for the next In-Service program.

D. GENERAL PERSONNEL PROVISIONS

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION
A written policy, consistent with Accrediting Commission Policy on Non-Discrimination and diversity and the California Education Code, exists to ensure equity in all employment procedures. An Affirmative Action Plan (Ref. 7.9) has been established and distributed to keep the institution aware of what is needed to meet its staff-diversity goals. An affirmative action officer serves on all District hiring committees.
Several Board Policies (BP 4000, 4000.5, 4001) (Ref. 7.10) regarding employment practices for academic and classified personnel were revised in 1993 and 1994. They conform to appropriate laws addressing staff diversity and provide for a work environment free from prejudice and inequity. The College is vigilant regarding the impact of legislation on employment diversity issues. Written employment policies are designed to ensure fairness in all procedures.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

DESCRIPTION

Employment equity assessments and achievement reports are completed on a regular basis.

APPRAISAL

The goals and timetables for employment equity are not regularly revised. In light of the recent administrative reorganization, these goals and timetables need reevaluation.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

DESCRIPTION

The development of personnel policies is part of the shared governance process. Procedures for the selection of all personnel are clearly stated and directly related to institutional objectives. Job descriptions for all staff positions are available in the Office of Human Resources and are adhered to in all selection procedures.

APPRAISAL

Eighty percent of the respondents to the IES believed that the College’s hiring procedures encourage the selection of the best qualified individuals for vacant positions (Ref. 7.11). The recent action of the Board of Trustees to create a new hiring policy for senior administrators,
however, has caused some concern about possible favoritism, and casts doubt on whether hiring policies are equitably administered.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

DESCRIPTION

Federal and state law, the Education Code, employee agreements and Board policies regulate privacy of information concerning employees.

APPRAISAL

Provision for confidentiality of personnel records is clearly stated in the Employment Procedures Manual, Administrative Regulations, Administrative Handbook, the Education Code, and the collective bargaining agreements and the District carefully follows those guidelines. The District has constructed a series of electronic firewalls in the District computer information network to protect the security and confidentiality of personnel records. To date, there have been no complaints or grievances filed concerning the accuracy or confidentiality of personnel records.
| 7.1 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 85 and 86 |
| 7.2 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 98 |
| 7.3 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 97 |
| 7.4 | Board of Trustees Hiring Policy |
| 7.5 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 100 |
| 7.6 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 101 |
| 7.7 | Academic Employee Master Agreement 1991-1994, Appendix A |
| 7.8 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 106 through 110 |
| 7.9 | Affirmative Action Plan |
| 7.10 | Board Policies 4000, 4000.5, 10240001 |
| 7.11 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 100 through 103 |
STANDARD EIGHT

PHYSICAL RESOURCES
The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

DESCRIPTION

Saddleback College is a campus which provides facilities for instruction, student services, a learning resource center, physical education and athletics programs, community education, and for administration and staff. According to the 1997 Space Inventory Report (Ref. 8.1), the campus comprises a total of 608,641 gross square feet with an assignable area of 434,855 square feet. In addition, over 50 off-campus locations, including Leisure World, are utilized for instructional and community education programs.

Saddleback College uses a variety of methods to provide adequate physical resources to support its educational program offerings. These range from temporary facility rentals for required classroom space to redesignating existing facility space for higher priority usage. The College
recently acquired an additional 1500 square feet of instructional space to meet critical needs of the Health Services Programs.

The campus grounds of over 200 acres include the outdoor amphitheater at the Technology and Applied Science building and are used as outdoor laboratories or classrooms by several classes, such as Environmental Studies and Horticulture. In addition, several athletic and practice fields are used by the athletic and physical education programs.

APPRAISAL

In spite of the facilities presently available, there is a shortage of classroom space during the peak hours of 9:00 am to 1:00 p.m., Monday through Thursday. This situation is reflected in the responses to the Institutional Effectiveness Survey (IES). Only 38 percent of the staff surveyed agreed that adequate office, conference and storage space is available on the campus (Ref. 8.2). However, over 60 percent of the staff responding to the survey believed that parking for students and staff is adequate. In addition, over 54 percent of the students surveyed felt that Saddleback College solicits and considers student input when making decisions regarding facilities changes (Ref. 8.3). The IES also indicated that the vast majority of the staff who are familiar with off-campus facilities agreed that these facilities are adequate (Ref. 8.4).

PLANNING AGENDA

a. The District Office of Facilities Planning will address new facilities needs in its Five-Year Construction Plan for the South Orange County Community College District (SOCCCD).

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

DESCRIPTION

Saddleback College uses a computerized maintenance management system for scheduling all work requests and preventive maintenance work orders. The preventive maintenance program at the College, which is continually monitored and reviewed, has been greatly expanded since the last self study and now covers most of the equipment that supports the operation of the College (Ref. 8.5). In addition, Maintenance and Operations and Support Services (MOSS) generates monthly workload study reports regarding the maintenance staff (Ref. 8.6).
Maintenance functions were decentralized in 1993 from the District Offices and reassigned to the College level. Each college is responsible for all its own maintenance, operations and support services. To address the specific needs of Saddleback College, MOSS was reorganized to increase organizational flexibility and accountability. A Facilities and Physical Plant Committee comprised of faculty and staff has been established to identify and prioritize capital improvements and maintenance projects.

Saddleback College supports an aggressive energy conservation program. Since the last self-study, the College has implemented several energy conservation projects, including the installation of energy-efficient lighting, irrigation, heating, ventilation, and air conditioning systems. The College also implemented an alternate utility rate structure to reduce its energy costs. These efforts have resulted in annual savings of $300,000.

APPRAISAL

The Community College Student Experience Questionnaire (CCSEQ) indicated that 85 percent of the students responding believed that the College provides a safe and secure environment (Ref. 8.7). In addition, over 67 percent of the respondents believed that the College provides equipment and facilities that are in satisfactory condition (Ref. 8.8).

From the Institutional Effectiveness Survey (IES), over 56 percent of those responding agreed that the operations of College support services are adequate (Ref. 8.9). The survey indicated that 41 percent of the respondents agreed that the College provided an efficient work and study environment (Ref. 8.10).

Some of the facilities were poorly designed and have construction flaws. Many of the facilities are over 25 years old and have deteriorated. MOSS staffing levels have been reduced and equipment replacement for MOSS has been lacking.

Organizational constraints have compounded this situation by separating the responsibilities for new construction and for maintenance of facilities. This situation creates demands from areas that have different priorities. At times, decisions are made without considering the life-cycle costs of the facilities. To address this, the Board of Trustees has approved the issuance of Certificates of Participation funds which include $3,500,000 for several maintenance projects. In addition, the state has approved more of the College's deferred maintenance projects resulting in increased funding. Many of these projects have been completed or are in the process of being completed. Scheduling these projects and minimizing the impact on the College's programs presents an ongoing challenge.

PLANNING AGENDA

a. The College, working with the District, will review the current decision-making process for the design and construction of new projects to formalize a review and approval process.
3. **Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.**

**DESCRIPTION**

MOSS is responsible for addressing access and healthful environment issues. MOSS works closely with the District Office of Risk Management whenever health concerns or issues are brought to its attention. On several occasions the College has performed air and water sampling to ensure a healthful environment in its facilities.

MOSS also works closely with the Office of Special Services in addressing access issues for the College community. The Office of Special Services assists in establishing and prioritizing projects for the removal of architectural barriers to provide easier access for students with disabilities. In addition, MOSS consults with the Office of Special Services on facilities modifications to ensure that needs for special access are met.

Saddleback College places a very high priority on public safety, occupational health and safety, risk management, and disaster preparedness planning. The College explains its public safety policies and procedures in a brochure that is widely distributed throughout the College community (Ref. 8.11). Topics covered include controlling facility access, implementing crime prevention and awareness programs, and informing the campus community with timely and relevant information whenever a potential public threat exists. In a continuing public safety effort, Campus Safety and Security works closely with other state and municipal law enforcement agencies to provide the campus community with high quality preventive and protective services. Campus Safety and Security also elicits the cooperation and participation of all members of the College community in working together to make the campus a safe environment.

The College Safety Committee meets on a monthly basis to examine existing safety and occupational health policies and procedures and to make recommendations to the President for change. The Safety Committee works closely with the District's insurance carrier, risk manager, and with MOSS to identify and correct potential occupational health and safety problems. In 1996-1997, nearly $220,000 was allocated to upgrade laboratory exhaust fans and climate control equipment. Over $80,000 was expended to improve campus walkway and parking lot lighting, and over $45,000 was expended to improve classroom lighting. For the fiscal year 1997-1998 over $125,000 was budgeted for improvements to the emergency lighting systems. In addition, funding was approved and a contract awarded to upgrade campus walkways, door hardware and automated doors to meet ADA guidelines at a cost of over $325,000. In the continuing efforts to
manage risks, another $1,500,000 is budgeted to correct known and foreseeable hazards, which also reduces the College's exposure to civil liability.

College disaster-preparedness plans have been reviewed and revised to comply with the state's implementation of the Standard Emergency Management Systems (SEMS). The College has conducted five disaster drills over the past two years, and plans to continue this effort in future years. The College Emergency Action Procedure flip chart, located in every room on campus, was revised and distributed during Spring semester, 1998 (Ref. 8.12).

In association with both the District's insurance carrier and risk manager, comprehensive annual safety inspections of the campus are conducted. Insurance carrier inspectors conduct these inspections and supply detailed descriptions of every potential hazard and its level of risk. The insurance carrier is in the process of completing a Business Plan for the College which identifies location, type, and quantity of hazardous material throughout the campus. The District has also completed an Illness and Injury Prevention Plan.

APPRAISAL

Over 69 percent of the students surveyed indicated that the College provides for a safe, secure and healthful environment (Ref. 8.7). In addition, over 67 percent indicated that the condition of the College's facilities is satisfactory (Ref. 8.8).

The IES addressed many health and safety issues, including adequate light levels at night for access paths and parking lots, sufficient campus directional signs, adequate provisions for the handling and storage of hazardous materials, and the location and number of emergency call boxes. In all cases the vast majority of the staff who responded and felt they had adequate knowledge indicated that these health and safety issues were addressed adequately by the College. Respondents to the IES also exhibited a belief that the instructional labs and studios adequately provided for the health and safety of the students, faculty, and staff. Over 60 percent of the staff responding were aware that programs dealing with safety, security, and disaster planning were active at the College, and over 61 percent of the staff believed that adequate provisions are made for the health and safety of their work environment (Ref. 8.13).

4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

DESCRIPTION

The College Equipment Committee prioritizes the selection and replacement of equipment. The majority of the College's equipment expenditures are categorically funded and by definition
exclude non-instructional equipment. Acquisitions and upgrades of equipment for both Maintenance and Grounds and Safety and Security are considered at the beginning of each fiscal year.

The District and Saddleback College have undertaken the task of upgrading and improving technological resources for the classroom, faculty, and staff. This project involved the installation of a campus-wide computer network, workstations, network servers, software, and technical support for the hardware and software. The District Technology Initiative budget was established at $6 million, with just over $1.5 million allocated exclusively for Saddleback College for hardware.

The Innovation and Technology Center maintains an inventory of audio visual and computer technology equipment. The District conducts a comprehensive annual inventory of existing equipment valued over $500.

APPRAISAL

Student response to the CCSEQ indicated that 67 percent believed that the condition of the College's equipment is satisfactory (Ref. 8.7). Faculty and staff response to the IES, however, indicated that security of equipment and replacement of equipment is a problem. Almost 50 percent of the staff responding to the survey felt that valuable equipment is not sufficiently secured (Ref. 8.14).

The IES also revealed that over 54 percent of the staff did not believe that there is a systematic process to replace equipment that supports the educational programs and services of the College (Ref. 8.15). The College employs a systematic process for equipment replacement, however, it is obvious from responses to the IES that faculty and staff were not aware of this process.

Because the College purchases most of its equipment with state instructional equipment funds restricted to instructional and limited student service use, the needs for non-instructional equipment have not been adequately addressed for several years. The District's inventory system is inaccurate, unwieldy; and is not a useful resource tool because of its limited reporting capabilities.

PLANNING AGENDA

a. The Equipment Committee will establish a prioritized list of non-instructional equipment needs.

b. The College will recommend that the District establish an updated and easily accessible inventory procedure.
5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

DESCRIPTION

The District's Education and Facilities Master Planning process supports the institutional goals of Saddleback College. The original Educational and Facilities Master Plan was adopted by the SOCCCD Board of Trustees in May, 1996. A revised plan was the result of nine months of work by this District-wide committee. The Steering Committee solicited and received input from all shared governance units of both colleges. The Educational and Facilities Master Plan undergoes annual review by the Board of Trustees.

The Facilities Master Plan for Saddleback College is designed as a physical interpretation of the Educational Master Plan and guides future development. The identification of projected weekly student contact hours (WSCH) for a build-out of 28,000 students at Saddleback College was translated into space requirements, and through a series of steps, the Facilities Master Plan was developed. The final plan presents a campus model that will meet the needs of the maximum enrollment at the College.

APPRAISAL

Responses to the IES indicated that only 37 percent of the faculty and staff polled were aware that the District has undertaken and completed the task of developing an Educational and Facilities Master Plan which ensures that the College's present and future facilities needs are addressed (Ref. 8.16). The process and the updated plan need to be explained and more widely disseminated to the staff. The Educational and Facilities Master Plan itself is a valuable and necessary tool for making facility decisions.

The physical resource planning process would be improved by including more emphasis on safety and security issues.

A formalized and scheduled review of the plan should be established.

PLANNING AGENDA

a. The College will recommend a joint effort with the District to disseminate updated information about the Educational and Facilities Master Plan (and the process used to create it) to the College community.

b. The College will recommend that the District implement a formal joint review process for the Educational and Facilities Master Plan.
DOCUMENTS

8.1  1997 Space Inventory Report
8.2  Saddleback College Accreditation '98 Institutional Effective Survey, Question 123
8.3  Community College Student Experience Questionnaire Additional Question 10
8.4  Saddleback College Accreditation '98 Institutional Effective Survey, Question 125
8.5  Preventive Maintenance Program
8.6  Monthly Maintenance Workload Study Reports
8.7  Community College Student Experience Questionnaire Additional Question 13
8.8  Community College Student Experience Questionnaire Additional Question 14
8.9  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 129
8.10 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 124
8.11 Your Right to Know - Student Information Brochure
8.12 Saddleback College Emergency Action Procedure Flip Chart
8.13 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 132 and 133
8.14 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 127
8.15 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 128
8.16 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 134
STANDARD NINE

FINANCIAL RESOURCES
STANDARD NINE

FINANCIAL RESOURCES

Carol Hilton  Classified Leadership (Chair)
Dixie Bullock  Administration
Bob Cosgrove  Faculty
Adrian Craciun  Student
Cal Nelson  Faculty
Armando Ruiz  Faculty
Katie Slavin  Classified Leadership
Linda Wood  Classified
Sharon Yost  Classified

The institution has adequate financial resources to achieve, maintain and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. FINANCIAL PLANNING

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.
The budget allocation model (revenue-based), drives all District-wide financial planning. Expenditure needs are not considered in this revenue-based formula. Generally, the number of full-time equivalent students educated at the College determines the income allocation to the College.

Saddleback College's Strategic Plan that was developed through the shared governance process in 1995-1996 and identifies institutional goals. College committees, primarily the President's Council, Dean's Cabinet, and the Academic Senate, meet regularly and make planning recommendations.

The College Budget Committee, comprised of administrators, faculty, and staff, who are also representatives of the Dean's Cabinet, Academic Senate, Classified Senate, Associated Student Government, and Classified Leadership, meets and makes budget allocation recommendations.

APPRAISAL

The College has been operating under severe financial constraints with a high percentage of resources (over 90 percent) allocated to salaries and benefits in 1997-1998 (Ref. 9.1). This limits the ability of the College to allocate unrestricted funds in a manner that supports institutional goals, however, institutional goals have been taken into consideration where there is some financial flexibility, such as classified and faculty replacements, transfers of personnel, and allocation of restricted resources such as Certificates of Participation (COPS), and state equipment funds. At its July 16, 1997, meeting, the Board of Trustees unilaterally took action to transfer five Saddleback College Deans to Irvine Valley College (IVC). This action disrupted College financial planning, and its long-term effect on College institutional planning efforts is not yet known. At the District level, the allocation of resources to both colleges does not take into account institutional plans, because resources are allocated purely on a revenue-based formula (Ref. 9.2).

The Classified Staffing Committee and the Equipment Committee were established at the recommendation of the College Budget Committee and have been operating effectively. The College Technology Committee, which makes recommendations on the expenditure of College technology funds (funds supplied through the issue of COPS) and has representation on the District Technology Committee, has also been effective. These committees have promoted College involvement in the allocation of College financial resources. Many of the members on these committees were also involved in the development of the College's Strategic Plan. Recommendations from all these committees and from the College Budget Committee are presented to the President's Council, a forum in which institutional goals and the allocation of resources are discussed.
A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

DESCRIPTION
The District receives its funding from the state under a Program Based Funding (PBF) formula. Primarily funding is tied to the number of students enrolled in credit and non-credit programs. Additionally, the College receives categorical funding from the state that is based on the number of students served by programs such as Matriculation, Extended Opportunity Programs and Services (EOPS), and Disabled Student Programs and Services (Special Services). The funding levels applied to the PBF formula and to certain categorical programs are decided by the State. The California Community Colleges do not have sufficient resources to fund themselves at 100 percent of the calculated "standard." The South Orange County Community College District (SOCCCD) is funded at just over 55 percent of the state-calculated standard. The College also collects local fees such as parking, student, and Community Education fees.

The College has limited control over resident tuition rates and cannot generate additional revenue from students in excess of the state allocation, except for some material fees and non-resident tuition fees. Non-resident tuition fees are retained by the District and fee amounts are established annually and approved by the Board of Trustees.

APPRAISAL
The SOCCCD plans budgets based on realistic assessments of available resources. This is evidenced in the allocations made through the budget allocation model at the time of the adopted budget, as compared to the state apportionment report. The District Resources Allocation Committee (DRAC), with representation from the College, makes recommendations regarding the allocation of funds within the District budget allocation model. The Vice Chancellor of Fiscal Services completes a Five Year Fiscal Projection (Ref. 9.3), which estimates income and expenditures within the district for a five year period. This document is revised periodically and is a useful resource. Revenue estimates are conservative, and as data and other information about enrollments, ending balances, and the state budget becomes available, revenue estimates are revised incrementally. The College budgets its expenditures based on income projections, taking into account growth requirements, negotiated collective bargaining issues, step and column increases for existing personnel, plans for new personnel, changes in utility expenditures and other items that affect expenditures within the budget. The College does not maintain a contingency because income is typically barely sufficient to fund ongoing needs. A contingency fund is maintained at the District, and the amount is recommended by DRAC and approved by the Board of Trustees. The College has quantified needs that have been assessed through various shared governance
groups, and as income becomes available, funds are applied to those needs. Categorical programs are budgeted conservatively, at a minimum guaranteed level, until a state allocation is provided.

A.3 - Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

DESCRIPTION

Saddleback College developed a Strategic Plan for 1996-1999 consisting of recommendations regarding the College's philosophy and goals, organizational structure, institutional staffing, balance of programs and educational plan, program review, facilities and the physical plant, and an institutional survey. The District developed a 1996 Educational Master Plan and an Educational and Facilities Master Plan for the Saddleback Community College District (now the South Orange County Community College District), with projections for the next 20 years.

The College Facilities Committee, chaired by the Director of Maintenance and Operations, establishes and maintains a prioritized Facilities Project List for retrofitting and deferred maintenance projects, small capital improvement projects, and special projects under COPS funding.

For state-funded projects, the District's Director/Purchasing Director/Facilities Planning prepares the five-year Facilities Plan which is submitted to the state. The District Director confers with the College President to review, update, and add to the requests from the College.

APPRAISAL

The District created its Educational and Facilities Master Plan in response to a state mandate, and future facilities funding, paid for by the state, will be tied to such a plan.

There has been no on-going formal mechanism by which the College and District together plan for facilities. Because the District offices are located on the Saddleback College campus, there is a continuing struggle for space allocation and control. District actions that illustrate this are the location of the golf driving range and the baseball stadium on the Saddleback College campus, which were initially developed with little input from the College community. Financial data relating to these facilities is maintained by the District. There are no examples of such District-controlled facilities at IVC.

Currently, there is no clear process by which the colleges and the District work together. The District is responsible for the development of new facilities and allows limited College input to the decisions, yet maintenance of the facilities remains a College responsibility. The College believes that the greater responsibility for developing new facilities should lie with the College.
since it is ultimately responsible for maintenance and upkeep. Under the current procedure, buildings are constructed and modified with little consideration of life-cycle costs and the College is responsible for funding upkeep costs once the buildings are completed.

There are residual concerns regarding the lease of property to third parties by the District (e.g., the Cox cable agreement and the lease of space at the top of the library building to various entities). The income from these agreements goes to District services, not to Saddleback College, while any such agreements at IVC benefit that college directly. There are no clear guidelines as to how the monies generated from lease agreements are distributed among the colleges and the District.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

DESCRIPTION

Budget development is guided by state requirements for filing tentative and final budgets. The District publishes annual budget development guidelines. The College Budget Committee membership includes representatives from all shared governance groups.

The College budget allocation model follows a defined, documented process. A Classified Staffing Committee determines the priority of classified staff replacements and new positions. The Deans' Cabinet and the Academic Senate determine the priority of faculty replacements and new positions. The Academic Senate established a standing committee and developed a process for determining hiring priorities for full-time faculty positions during the Spring, 1997, semester. The Equipment Committee prioritizes new and replacement equipment requests. The District Technology Committee makes recommendations on the allocation of the COPS funds available for technology. Similarly, the College Facilities Planning Committee recommends the priority for deferred maintenance and facility projects.

Recommendations from all these groups are presented to the President's Council and subsequently to the President for approval. The President's Council is representative of all governance groups and open to all who wish to attend.

APPRAISAL

Budget development guidelines are revised each year and issued as the process begins. These guidelines clearly delineate the budget development process from beginning to end and are routinely followed (Ref. 9.4). The College's Strategic Plan (Ref. 9.5) is supported by prioritized needs in specific areas such as staffing. College staff are frustrated in the fact that often, when they
participate in committees that develop plans and delineate priorities, those plans are priorities are sometimes ignored or minimally implemented because of a lack of available financial resources. In recent years, vacancies in classified staff and faculty have grown faster than replacements have occurred (Ref. 9.6). The resulting savings have been used to balance the College budget. The College Budget Committee has reviewed the allocation patterns for the disbursement of discretionary funds (supplies/materials/contract services) which are allocated based on an established formula. The Budget Committee concluded that it would be inappropriate to take from one division in order to give to another. This would be the only way to adjust discretionary allocations because funds have not been available in recent years to increase the discretionary portion of the budget. The College committees that develop guidelines and processes have clearly documented these processes.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

DESCRIPTION

There are several District-wide committees that make recommendations regarding financial plans and budgets. These are the District Resources Allocation Committee (DRAC), the Fiscal Resources Advisory Committee (FRAC) and the Certificates of Participation (COPS) Committee.

The DRAC recommends District-wide budget allocations. These recommendations are forwarded to the Chancellor and then to the Board of Trustees for approval.

The FRAC is comprised of members from shared governance units, the California Schools Employment Association (CSEA), and the California Teachers Association (CTA). Their charge is to advise the District on the fiscal condition of the District.

The District presented plans to meet recognized infrastructure, maintenance, and technology needs to the colleges, with funding to be obtained through Certificates of Participation. The colleges provided input on the priority of the projects and the two Academic Senates clarified a procedure for allocation of funds and repayment. A COPS Committee was then formed, whose role was to make recommendations regarding the expenditure of the COPS funds, and to identify which budget unit, i.e., IVC, Saddleback College, or District Services, is responsible for what portion of the repayment.

Recommendations from the College Budget Committee, the Equipment Committee, the Classified Prioritization Committee, the Facilities Planning Committee, and the District Technology Initiative Committee are passed through the President’s Council to the President.
APPRAISAL

Official College committees are clearly representative of all College groups. Administrators, faculty, and support staff have opportunities to participate in the development of financial plans and budgets. Although individuals are appointed to committees, they sometimes do not attend meetings (e.g., College Budget/DRAC/FRAC/COPS). It is often difficult for faculty and students to attend meetings, particularly during the summer when many budget recommendations are being made. The responses to the Institutional Effectiveness Survey (IES) showed that the majority of staff agreed that they have opportunities for participation in the development of plans and budgets in their respective shared governance groups (Ref. 9.7). College divisions may not regularly include classified participants in division meetings where budget allocations are reviewed. Participation on committees at the District level has improved since the last accreditation, although decisions are sometimes made without recommendations or input from the colleges. The issue of the Certificates of Participation is a prime example. The colleges will fund the repayment of the COPS, and have been involved in discussions as to how that will occur, but neither Saddleback College nor IVC had any involvement in the initial decision to issue COPS.

In November, 1994, the County of Orange declared bankruptcy, with an investment loss of at least 1.5 billion dollars, and in December the College was asked to reduce its budget by 1.2 million. The budget process proved its effectiveness, and by late January the College had completed a difficult budget reduction. This process included representation from all shared governance and bargaining units.

PLANNING AGENDA

a. The College will recommend to Division Deans that division meetings regarding financial decisions include classified staff.

B. 1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

DESCRIPTION

The SOCCCD's financial management system consists of a computerized system as well as manual control mechanisms. The computerized system is well established and can be accessed by all College divisions and units for reference. The College Budget Office is responsible for develop-
ing the Saddleback College budget, which is input directly into the system at the College. The financial management system is currently being enhanced to provide better and more timely financial information to all segments of the College.

Once budgets are developed and approved, they are entered into the accounting system. Division managers can then monitor their own accounts from their offices. All accounts are also monitored from the College Budget Office. Controls are in place that will not allow accounts to be overextended. Any requests that might result in over-expenditure are directed to the College Budget Office for attention. The College Budget Office approves all budget transfers, expenditure transfers, budget increases, and budget decreases.

**APPRAISAL**

Since the last accreditation, the College has worked with the District Information Technology Department to ensure access to budget accounts by division managers and their secretaries. This has worked well and managers have immediate access to their accounts. The College control mechanisms that are in place to prevent account overruns have also worked well, resulting in the prevention of individual division accounts running into a deficit. The College Budget Office also reviews expenditure requests in certain restricted accounts to ensure that expenditure guidelines are followed. These controls sometimes cause frustration for the requester because of the delays in processing requests. The College, however, continues with these controls to ensure fiscal prudence. The Vice Chancellor of Fiscal Services provides a Financial Status Report to the Board of Trustees each month (Ref. 9.8), as well as a Quarterly Financial Status Report (Ref. 9.9).

As part of the District Technology Initiative, new financial and student registration software will be purchased. College staff have taken part in focus groups with a software vendor, and have specified software requirements and desires. The College is looking forward to a new financial/student software package because the current system has many limitations, particularly in the Student Accounts Receivable area. It is anticipated that these enhancements will provide local electronic input of purchase requisitions, transfer of budget appropriations, and report writing, in addition to live look-up capabilities at any workstation within the District.

Information on student enrollment, which drives financial decision-making, is not always timely or accurate.

**PLANNING AGENDA**

* a. The College will recommend to the District Information Technology Department that data it provides is accurate, timely and clearly defined.
B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

DESCRIPTION

The District contracts for an annual independent audit of all recorded financial transactions. Audit findings are promptly addressed by the administration and at times resolved even before the audit report is presented to the governing Board. Budgets are adopted within the specified timelines and reflect allocations within the constraints provided by the funding mechanism for community colleges.

APPRAISAL

The District has a Chart of Accounts (Ref. 9.10) that is used to develop new accounts and reflects the account code structure identified in the California Community Colleges Accounting Manual. As notification of changes is received from the State, the District Chart of Accounts is revised, along with any affected accounts already in the system. This is done on a regular basis and in a timely manner. System reports can be generated and categories of expenditures identified by the account code structure. These reports reflect the appropriate allocation of financial resources in support of institutional programs and services. The College/District complies with all state requirements. An annual audit is performed in accordance with California Education Code 84040. In the last five years, the auditors have made findings and recommendations to improve internal controls. In an effort to achieve annual audits that contain no findings or adjustments, the District strives to implement recommendations on a timely basis. The independent financial report for the year ending June 30, 1996, found two material weaknesses within the District (Ref. 9.11). These findings pertained to deficit spending in the general fund for three of the prior four years, and to a significant negative ending balance for the Saddleback College Community Education Program. Saddleback College has streamlined operations in the Community Education program to bring expenditures in line with income. It is projected that the District's negative spending pattern will be reversed during the 1997-1998 fiscal year.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.
DESCRIPTION

The SOCCCD Business Services Office maintains comprehensive financial records of all District fiscal transactions, including financial aid, externally-funded programs, contracts, and auxiliary organizations (Associated Student Government and Saddleback College Foundation funds). Internal controls are in place under the stewardship of the Board of Trustees. In addition, the College Budget Committee and the College Fiscal Office monitor all aspects of the College budget. Institutional investments are made in accordance with the District's established Board policy, and exclude any speculative money instruments. Quarterly and annual reports of investments are provided to the Board of Trustees at regularly scheduled public meetings.

There is effective oversight of Financial Aid finances by the Federal Title 4 program for student financial aid, by the State of California financial aid program, and by the College itself. All required audit information is available at the District level upon request.

APPRAISAL

Oversight of College finances, including financial aid, externally-funded programs, contractual relationships, auxiliary organizations, and the College Foundation, is provided both at the College and the District level. Institutional investments, with the exception of the Foundation, are overseen at the District level. Financial information relating to these programs is well-documented and openly reviewed. The Associated Student Government presents its budget to the College and the Board of Trustees annually (Ref. 9.12). The Foundation issues monthly financial reports to its Board, the College, and District (Ref. 9.13). Part of the income and expenditure function of the Foundation is carried out in the College Fiscal Office. Financial Aid and Community Education budgets are part of the College budget and are reviewed regularly. Formal contracts between the District and any third party are reviewed by the District Vice Chancellor and approved by the Board of Trustees. At the conclusion of service, appropriate invoices stipulate payment for services performed.

Contracts between the College and outside vendors for the operation of both the Bookstore and the Cafeteria are formulated by use of a formal District competitive open bid process that includes College representation. College advisory committees monitor contract compliance, recommendation for improvement, and provision for a communication vehicle for all interested individuals or groups.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.
DESCRIPTION

The Foundation is a non-profit organization that performs fund-raising and other auxiliary activities under the direction of the College. A Board of Directors, six committees, and support groups currently form the structure, which changes periodically. The support groups represent over one thousand volunteers and donors. Foundation staff meet with faculty and administrators to ascertain College funding priorities, review scholarships, and review the status of Foundation accounts. The Foundation Mission Statement is consistent with the mission and goals of the institution (Ref. 9.14).

APPRAISAL

There have been some recent changes in the structure of the Saddleback College Foundation. In prior years the Foundation had a full-time Director. At the Board of Trustees meeting on March 23, 1998, the Dean of District Foundations was reassigned to IVC where he will administer its foundation. An assistant director will be hired to supervise foundation activities at Saddleback College, with the IVC Dean providing advice and limited oversight. Saddleback College is concerned that the focus of Foundation efforts is now on IVC.

The Foundation has created a President's Business Roundtable which acts as an advisory body for the President so that the College will be able to develop relationships with key local companies. A newly developed Planned Giving Program has resulted in the implementation of policies and procedures for gifts and donations.

The objective of the Scholarships Plan is to establish a large number of scholarships for students. In 1991 the Foundation funded $1,729 for scholarships. Between 1992 and 1996 it raised over $100,000 and created six endowed scholarships.

Foundation staff meet with faculty and Deans to establish funding priorities, review the scholarships, and review Foundation accounts.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

There are several categories of contractual agreements with external entities: (1) contractual agreements for credit programs with non-accredited organizations, (2) rental of facilities, (3) educational services agreements with local business and industry, (4) grants and contracts, and 5) independent contractors. Contract education is currently in effect with two private post-secondary cosmetology schools. The Division of Health Sciences and Human Services routinely enters
into contracts with both public and private entities for educational facilities that are not available on campus. Saddleback College does not emphasize educational services agreements, but the College has maintained a contract with the Orange County Department of Health Care Services for paramedic training and is the sole provider of this for all of Orange County. The College has been successful in obtaining a number of federal, state, and local grants for program improvement, educational services and curriculum development.

APPRaisal

There are institutional procedures that are followed before entering into any contractual agreement with a third party. Procedures are outlined in Board Policy 3200, Contract Regulations, Board Policy 3200, Purchasing Policy, and in a Central Services Manual. All contracts are reviewed by the Board of Trustees and then signed by the District Vice Chancellor of Fiscal Services, and copies are retained in that office. With the administrative reorganization on July 16, 1997, there is no clear authority designated to one Dean for oversight of contractual agreements.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

DESCRIPTION

The Board of Trustees and the administration receive monthly financial status reports, and at numerous intervals throughout the year receive recommendations that help maintain a fiscally sound position. In addition, the District files a quarterly financial status report with the California Community Colleges Chancellor's Office Fiscal Monitoring Unit.

APPRaisal

Evaluation of financial management is an ongoing process at the College, and is conducted through feedback from constituent groups which monitor procedures, independent audit reports, and feedback from the College community. Audit reports have consistently highlighted the need for a centralized, secure cashier function. The College believes that a centralized cashier function is needed to better account for cash receipts, to ensure safety of College personnel collecting income, and to better serve students.

The College has worked closely with District Technology personnel to develop a bursar software program, which has improved the student accounts receivable function. The College, however, is anticipating that a new administrative software program will be a vast improvement. Due to fiscal constraints the College has not yet developed a centralized bursar function.
C. FINANCIAL STABILITY

C.1 Future obligations are clearly identified and plans exist for payment.

DESCRIPTION

The District has issued three different long-term debt obligations in the form of Certificates of Participation (COPS). The two oldest of these, one for $22.5 million and the other for $4.9 million, have a specific income stream devoted to retiring the debt. The most recent COPS issue for $18.9 million (June, 1996, issue), is an obligation that, based on current projections, must be repaid from the general unrestricted operational fund of the District. The initial payment on this issue is due on May 15, 1999, in the amount of $965,961, with the final payment of $1.5 million due on November 15, 2021.

APPRAISAL

Future obligations are clearly identified, but plans for payment are not. The College is concerned about three future obligations in particular: repayment of Certificates of Participation, Retiree Liability, and the acquisition of the Tustin Marine Corps Air Station.

The first payment for COPS is due in May, 1999. The Retiree Liability is estimated at 23 million, and currently the District has saved a limited amount toward this. The Tustin Marine Corps Air Station becomes District property in July 1999. For all three of these obligations, the only source of income currently available to the District is general fund apportionment. The College has withheld expenditure of its entire COPS allocation, with the intent of using these funds to retire the College's portion of the debt retirement for at least the first two years. According to the current funding mechanism, the colleges will pay for any financial obligations associated with these items. The College is concerned about this because, even with full-time staffing levels significantly below those of 1992, the College allocated over 90 percent of its budget to salaries and benefits in 1997-1998.
C.2 The institution has policies for appropriate risk management.

DESCRIPTION
The SOCCCD is fully-insured for workers compensation through the California Community College Risk Management Association (CCCRMA). This group purchases workers compensation insurance through Unicare Insurance Company. Property losses in excess of $10,000 and liability losses in excess of $25,000 are provided for through the State-Wide Association of Community Colleges (SWACC) Joint Powers Authority. The Director of Business Services, in conjunction with the Risk Management Coordinator and College departments (primarily security and maintenance), is responsible for the implementation and coordination of risk management programs for the College.

APPRAISAL
Coverage provided through CCCRMA and SWACC adequately protects the District against loss. The District is able to maximize its purchasing power for losses by taking advantage of the size of these organizations. Additionally, both groups have developed guidelines and programs for its member districts which help to identify and mitigate loss. Saddleback College has clearly defined rules and procedures for the safety of the College community. A Safety Committee made up of representatives from the College and the District Risk Management Coordinator meets regularly to identify and address safety issues. The College staff and the District Risk Manager work cooperatively and effectively to implement recommendations from the Safety Committee. Because of the size and scope of District activities, it is often difficult to implement risk management procedures. This situation is compounded by actions taken outside of established policy and procedures, which result in increased risk to the District.

PLANNING AGENDA
a. The College will recommend to the District that it provide formal training to reinforce the importance of uniform application of established policies and procedures and advise of the financial risk involved for non-compliance.
C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

DESCRIPTION

Increased Program Based Funding (PBF) revenues in the fiscal year 1997-1998 (comprising approximately 87.6% of all unrestricted general fund revenues), allows the District to find itself in a better financial position for the current fiscal year. In addition, lower Health and Welfare benefits costs to staff will reduce expenditures. Additional PBF revenues, and the careful control of expenditures for the year should allow the District to meet all current expenditures and end the current fiscal year in an improved financial position. The ending balance should be approximately four percent of the unrestricted general fund budgeted expenditures.

APPRAISAL

The District maintains a positive cash position by budgeting a contingency reserve of at least three percent of the total general unrestricted fund, and by issuing short-term Tax and Revenue Anticipation Notes (TRANS). Since the District budget is heavily dependent upon funding from local property taxes (approximately 76.2 percent of the total budget), the issue of TRANS provides sufficient cash to fill the cash flow void between July and November of a given year. The proceeds of the TRANS issue are invested at the highest possible yield within arbitrage constraints, enabling the District to generate sufficient interest income to offset the administrative and interest costs related to the notes.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

DESCRIPTION

Projected revenues and ending balances are provided to a District-wide FRAC that issues advisories on District resources. The FRAC meets at least once a year. In addition, the District uses the DRAC that deals with the allocation of available fiscal resources. The DRAC recommends to the Board methods to allocate fiscal resources for a given year, including the setting aside of a three percent or higher contingency reserve as suggested by the Community Colleges Board of Governors. This reserve is established every year in order to take care of urgent or emergency situations. Saddleback College does not have a budgeted reserve for financial emergencies or unforeseen occurrences. The two colleges of the District rely on the District contingency fund to address major emergencies. Funds for the contingency are located in a District budget.
APPRAISAL

In the fiscal year 1996-1997 the Board approved a budget with a three percent contingency reserve that if left untouched for the entire year would have resulted in an ending balance within Title 5 parameters. However, as a result of an unexpected statewide deficit in property taxes at year-end, expenditures greatly exceeded expected revenues. The District, through careful monitoring of expenditures, and as a result of one time revenue adjustments that are certain to occur within the current fiscal year, should book a healthy ending balance in excess of four percent and should be out of a deficit spending mode by the end of the 1997-1998 fiscal year. These revenue adjustments are the result of the following factors:

1. The County of Orange released to school districts a portion of a settlement from litigation against Merrill Lynch. This amount will provide an infusion of approximately $298,600 to the College’s unrestricted general fund.

2. The backfill of the 1996-1997 property tax deficit as part of the apportionment recalculation that is expected to occur after February, 1998. The amount of the recalculation should provide the District with an additional $669,000.

3. Successful pursuit of legislation by the administration led to the approval of SB 421 by the Governor. This bill should result in a return to the District of approximately $532,600 of property taxes collected by the County prior to and immediately after the Orange County Bankruptcy, but not released to the district during the years that the district was entirely supported by local property tax (“basic aid”). This amount should be returned after February, 1998, as part of the recalculation of prior year apportionment revenues.

The value of this reserve was demonstrated by the unprecedented Orange County bankruptcy in December, 1994. It was during the crisis created by the bankruptcy that the District demonstrated its resiliency in coping with fiscal emergencies. In addition to maintaining the reserve intact, immediate reductions were implemented to safeguard the overall fiscal position of the District. The Orange County bankruptcy resulted in the loss of an amount in excess of $2.4 million of all funds on deposit in the Orange County Investment Pool, a calamity that will continue to have a drastic impact upon District resources for many years to come.
DOCUMENTS

9.1  Saddleback College Budget
9.2  Budget Allocation Model
9.3  Five Year Fiscal Projections
9.4  Budget Development Guidelines
9.5  Saddleback College Strategic Plan
9.6  Vacant Staff Worksheet
9.7  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 136 through 142
9.8  Monthly Financial Status Report
9.9  Quarterly Financial Status Report
9.10 South Orange County Community College District Chart of Accounts
9.12 Associated Student Government Budget
9.13 Saddleback College Foundation Monthly Financial Report
9.14 Saddleback College Foundation Mission Statement
STANDARD TEN

GOVERNANCE AND ADMINISTRATION

USE PMS 350 for green
The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.
A. GOVERNING BOARD

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

The Board of Trustees operates in concert with the California Education Code, Title 5, and the California Code of Regulations to determine its own government and the organization and operation of the District (Ref. 10.1). Board Policy 103, Membership of the Governing Board, defines the number of Board members as seven (Ref. 10.2). The qualifications for office, election, term, vacancy, and compensation are consistent with California Education Code, Section 72425. The governing Board is an elected independent policy-making body which also includes a participating student trustee elected by the student body.

APPRaisal

According to responses to the 1997 Institutional Effectiveness Survey (IES) (Ref. 10.3), one third of the respondents believed that the Board of Trustees includes adequate representation of the public interest and the diverse elements of the population it represents. Although the Board majority claims to represent the public interest, there is a widespread perception that their actions serve to further personal agendas. The Board of Trustees operates within policy and written guidelines but has recently circumvented effective past practices as in the hiring of the President of Irvine Valley College (IVC). Since the last accreditation reaffirmation, disagreement and disharmony among the Board and the District and the two colleges has increased. Board meetings have erupted into forums where the Board tolerated discriminatory and defamatory language. As a result, the Academic, Student and Classified Senates presented resolutions urging the Board to stop the bigotry and hateful speech at Board meetings. The Board has taken action to regain control of its meetings and to move the public comment forum towards the end of the agenda, however, there is still dissatisfaction with the Board, resulting in a strongly negative work environment at both District and College levels.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

STANDARD TEN
DESCRIPTION

The Board of Trustees approves College curriculum and policy by its annual approval of the College Catalog. There are Board policies and effective practices in place that protect the integrity of the institution which ensures high-quality instruction and an appropriate number of class offerings. The Board of Trustees is responsible for the control of all of the funds of the District.

APPRaisal

The District Budget Development Committee is responsible for major budget policy direction, with which the Board has been in agreement. Responses to the May, 1997, IES suggest that over 50 percent of the respondents did not believe that the Board of Trustees effectively ensures the financial soundness of the District and its two colleges (Ref. 10.4). In December, 1997, the State Chancellor's office put the District on a Level 2 financial watch. Members of the College and community have openly criticized the Board of Trustees, noting that although the Board is operating within the letter of Board Policies, it is not acting in a manner consistent with the spirit of the Board Policies nor with effective past practices.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The Board of Trustees establishes policies and implements them in a timely fashion. The Governing Board regularly evaluates its policies and practices, and revises them when necessary.

APPRaisal

Since the last Board election, there has been criticism from many members of the College community over perceived incongruities in Board-approved policy. In altering the components of the Irvine Valley College (IVC) Presidential Search process, for example, the Board of Trustees effectively minimized input from faculty and staff and shifted the weight of the decision-making process to itself. The Board, in this matter, did not honor the committee process established for hiring, a process which preserves the essentials of shared governance. There is also a perception that when the Board has sought College input in matters of consequential changes, it has frequently been at times when faculty are least likely to be available, such as winter or spring break or during the summer.
A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Description
The Board of Trustees selects and evaluates the chief executive officer. The appointment of other major academic and administrative officers is consistent with the District administrative hiring policy (Ref. 10.5).

Appraisal
In the past, the Board of Trustees has adhered to established policy in its practices. However, the current Board majority has changed its practices and generated much-publicized criticism of its actions.

Faculty and staff are concerned about their lack of input into hiring decisions. For example, on December 10, 1997, the Board of Trustees approved a two-month sabbatical for the retiring Chancellor and appointed an acting Chancellor in conflict with meeting protocol of the Brown Act. After some public furor, on December 17 the Board called a special meeting to reaffirm the appointment, consistent with Brown Act procedures. In question also are the administrative reorganization carried out in July, 1997, (with no College input), the appointment of the Acting President of Saddleback College (with no College input), and the appointment of the Acting Vice Chancellor for Educational Services (with no College input). Questions have also been raised about the criteria used for selecting and appointing acting administrators. Recent decisions are perceived to be highly political and swayed by individual interests.

At its meeting on March 23, 1998, the Board of Trustees changed its long-standing hiring policy for senior administrators to include Vice Presidents. More important, the process and participation methods were altered to shift the weight of the decision-making process to itself.

A revelation of The Organization Assessment for South Orange County Community College District (commissioned by the Board during Spring, 1997) was that problems with the issue of trust within the organization were paramount. The report states (p.24) that "There is little evidence of trust anywhere in the organization — the climate has become divisive — decision making and communication processes are suffering." (Ref. 10.6) A subsequent Board Development Retreat in July, 1997, focused more on the guiding principles for the District reorganization than on how the Trustees could build trust in the organization.
A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

DESCRIPTION

The Board of Trustees is a seven-member Board appropriate in size for the SOCCCD. The Board set new District boundaries in 1995 to equalize representation among its members. The Board of Trustees has an established code of ethical conduct. (Ref. 10.7)

APPRAISAL

The Board has acted in a manner consistent with published Board policies and administrative regulations. The hiring process for the President at IVC, however, was not in keeping with the full-time administrative employment procedures outlined in the Employment Procedures Manual (Ref. 10.8) and both colleges criticized the Board’s action in this matter. Subsequently, the Board revised those procedures (Ref. 10.9). The new procedures have been extended to include the hiring of the Vice President and provide for increased Board participation at all levels of the executive hiring process. The new procedures have effectively minimized participation by shared governance units in the hiring of District and College executives.

A.6 The governing board has a program for new member orientation and governing board development.

DESCRIPTION

In December, 1996, the Board seated two new members. During January, 1997, all members of the Board participated in an orientation program, during which the Board of Trustees Orientation Manual (Ref. 10.10) was distributed and discussed. Periodically new documents are added to the Board Orientation Manual. The Vice Chancellor, Educational Services has compiled a policy manual and program for new member orientation and governing Board development.
The Board of Trustees Orientation Manual and workshop, along with Board participation in the Community College League of California's state-wide new trustee orientation, have been important development tools for the Board.

A.7 The board is informed about and involved in the accreditation process.

DESCRIPTION
The Vice Chancellor, Educational Services is designated as the technical representative to each college for the duration of the self study process. The Board of Trustees is apprised of the status of the accreditation process by the Vice Chancellor.

APPRAISAL
At the November 17th, 1997, Board meeting, the Chair of the Saddleback College Accreditation Reaffirmation project presented a status report to the Board and invited their participation in reviewing the draft document at weekly Steering Committee meetings. The report was well received. Following this, the Chair also sent an invitation to all Board members, via e-mail, reiterating the request for participation in the process. Only one Board member responded.

B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTION
The College has enjoyed a long tradition of effective leadership by its Presidents. Historically, the College President has provided effective leadership, goals, and plans for Saddleback College. On December 16th, 1997, the current Saddleback College President announced his resignation to the Board of Trustees.
In the Fall of 1994, at the direction of the President, Saddleback College initiated a process of strategic planning. The goal of this endeavor was to engage the campus community in an effort to develop significant recommendations that would provide direction for the institution through the year 1999. Many individuals, working many hours, sought input from faculty, students, staff, and community members. After due deliberation, recommendations were crafted and submitted for consideration by a steering committee. This committee reviewed and analyzed all findings and recommendation, sought input from shared governance groups, and completed its work.” (Ref. 10.11) The Strategic Plan was submitted to the Board.

In the past six years, Saddleback College has had five changes in Presidential leadership. Having enjoyed a relatively stable ten-year period up to that point, the College has had to undertake creative operational adjustments with each new President and presidential administrative style. Forty-four percent of those responding to the May, 1997, IES believed that the President at that time provided effective leadership and direction for the College (Ref. 10.12).

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTION

The College has systems in place to manage resources and control the budget and expenditures, including the College Budget Committee and other major College committees which evaluate and discuss fiscal matters. The President’s Council is a forum in which administrators and staff regularly discuss budget issues and the implementation of state laws and regulations and Board policies.

APPRAISAL

In practice, the College’s Budget manager reports directly to the President in weekly meetings and as often as necessary, otherwise. The President receives recommendations from the various College committees and reviews them in President’s Council. The College President attends District meetings weekly, e.g., the Executive Staff Meetings where any changes in fiscal regulations and/or policies are discussed. The President receives financial information directly from the state as well.
B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

DESCRIPTION
Historically, the College has utilized an appropriately-sized administrative structure. On July 16, 1997, cited as a cost-saving measure, the Board of Trustees transferred five Saddleback College Deans (four to IVC, one elected to return to the classroom). In Spring, 1998, the College administrative structure was further reduced. In spring of 1997 there were 15 Dean positions. There are eight Dean positions projected for Fall, 1998.

APPRAISAL
These moves have had a pronounced impact on the administrative structure at Saddleback College which serves over 20,000 students and meets the needs of a growing and increasingly diverse population. Since the last Board election, the previous ratio of administrators to students (1 to 1,000) has been significantly reduced (1 to 1,500) by approximately 27 percent. The July, 1997, administrative reorganization by the Board has left the remaining administrators with exponentially increased responsibilities, jeopardizing the educational goals of the institution. The reduction in administrators at Saddleback College is perceived overall as being too severe. The reorganization critically impacts the effective day-to-day operations of the divisions and compromises the ability of the remaining Deans to effectively manage classes, provide appropriate educational services to students, and complete timely faculty evaluations. Deans are managing divisions in which they have no academic expertise, resulting in problems with hiring committee participation, faculty evaluations, and student advocacy.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.
DESCRIPTION

The administrative and classified leadership employees are evaluated semi-annually during the first two years of employment, annually during the third and fourth year, and biannually thereafter as stated in the Administrative and Classified Leadership Handbook (Ref. 10.13). All position descriptions are on file in the District Office of Human Resources.

APPRAISAL

College administrators have the breadth of experience and education to perform their administrative responsibilities effectively. Since the administrative reorganization in July, 1997, however, the span of administrative responsibilities has been greatly increased and administrators may have little or no practical experience in their new areas of responsibility. The Deans remaining at Saddleback College now spread their administrative expertise very thinly over several more divisions and instead of being "subject specialists" with direct knowledge of the subject matter covered by their divisions, they must now practice more as "generalists," resulting in the problems noted above.

B.5 Administration has a substantive and clearly defined role in institutional governance.

DESCRIPTION

Most Saddleback College administrative officers were appointed to their positions through a selection process based on academic preparation in a field related to their assignment. Most of their training as supervisors and managers came through on-the-job experience.

At the time of the last accreditation, Saddleback College had 12 deans assigned to the academic divisions and Counseling and Learning Resources. Following the July 16, 1997, administrative reorganization, there were nine Deans with assignments that did not necessarily relate to their academic preparation. By action of the Board of Trustees the assignments of the Deans were changed. Four Saddleback College Deans were reassigned to Irvine Valley College. Workloads of the reassigned Deans were distributed to five of the remaining Deans. For example, the Dean of Physical Education and Emeritus lost his Emeritus assignment and was assigned the Fine Arts Division as well as Physical Education. The Dean of Social and Behavioral Sciences was also assigned the Liberal Arts Division and the Human Services Program. This increased his management responsibilities from 21 to 52 full-time faculty and from 79 to 203 part-time faculty.

Administration is involved in the decision-making process at Saddleback College through the Dean's Cabinet and the President's Council. Administrative concerns are forwarded to the District and Board of Trustees through the College President and the South Orange County Administrators Association.
By action of the Board of Trustees early in 1997, all District academic administrators were given notice of non-renewal of their contracts, setting the stage for extensive administrative reorganization. On July 16, 1997, the Board of Trustees reorganized the District academic administration with no administrative or College input. Those actions fostered instability and an erosion of trust that resulted in a negative impact on the morale of College administrators and the College community as a whole. There is a general sense that changes were made disproportionately, with Saddleback College Deans having unrealistic added responsibility while IVC Deans have considerably less. Since the July 16th administrative reorganization, additional administrative changes have been made.

**APPRAISAL**

By action of the Board of Trustees early in 1997, all District academic administrators were given notice of non-renewal of their contracts, setting the stage for extensive administrative reorganization. On July 16, 1997, the Board of Trustees reorganized the District academic administration with no administrative or College input. Those actions fostered instability and an erosion of trust that resulted in a negative impact on the morale of College administrators and the College community as a whole. There is a general sense that changes were made disproportionately, with Saddleback College Deans having unrealistic added responsibility while IVC Deans have considerably less. Since the July 16th administrative reorganization, additional administrative changes have been made.

**B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.**

**DESCRIPTION**

Historically, the faculty has played an important role in institutional governance. According to Board Policy 2001.1, the Governing Board delegates to the Academic Senate the right to represent the faculty, to give advice to the Board and to make judgments in the areas of curriculum development (through the Curriculum Committee), degree and certification requirements, grading policy, educational program development, policies relating to student preparation and success, faculty roles in District and College governance, faculty roles in the accreditation process, faculty professional development, program review, institutional planning and budget development, recruitment and hiring of faculty personnel (through hiring committees), and any other matters mutually agreed upon between the Board and the Academic Senate. The Full-Time Academic Employees Hiring Policy (1994) (Ref. 10.14) states clearly the role faculty play in the recruitment and hiring of full-time faculty. The faculty have also participated in shared governance through the Academic Senate and its committees, and through District-wide committees.

**APPRAISAL**

According to responses to the May, 1997, IES, the faculty appeared to be divided on question of whether the then President supported and provided opportunities for shared governance within the College (Ref. 10.15). This division could be attributed to a number of reasons. Although the faculty participate more fully in shared governance at the College level, some felt that the President's hands were tied by actions of the Board. The perception that there is no real credence...
given by the Board of Trustees to the shared governance process may filter down to the perception that the same holds true at the College level.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

DESCRIPTION

An established Academic Senate exists and its role in institutional governance is clearly defined. The faculty is represented in policy-making through its representatives in the Academic Senate. This body provides input on issues relating to institutional governance and it has a substantial voice in these matters. Board Policy 2100.1 (Ref. 10.16) delegates to the Academic Senate the right to represent the faculty and the right to give advice and make judgments which will be the Board's primary reliance in a large number of academic, educational program, hiring and governance areas.

APPRAISAL

Board Policy 2100.1 (Delegation of Authority to the Academic Senate) states that,"— the governing board and/or its designees will accept the recommendations of the academic senates regarding academic and professional matters as itemized —." Many faculty feel that although the Board has acted within the letter of Board Policies, it has not acted with the spirit intended by those policies nor with past practices. The Saddleback College Academic Senate and the Irvine Valley College Academic Senate have sought intervention from the Academic Senate of the California Community Colleges and from the Community College League of California in regards to diminished shared governance/collegial consultation on both campuses.

PLANNING AGENDA

a. The Academic Senate will urge the Board to employ the shared governance process as defined in Board Policy 2100.1 as a significant component in its decision-making process.
B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

DESCRIPTION

The College has provided institutional support for faculty participation in governance in a number of ways. There is reassigned time provided for the Curriculum Chair, the General Education Chair, the Faculty Development Chair, and for the Academic Senate officers. A budget is provided for expenditures, travel, and supplies. Office space is maintained for the Academic Senate and Faculty Development functions. Minimal classified support staff is provided to assist with secretarial duties.

APPRAISAL

There have been significant reductions in the level of institutional support for faculty participation in governance. For example, the Board of Trustees reduced reassigned time for the leaders of the Academic Senate from 15 Lecture Hour Equivalent (LHE) to 6 LHE a semester. The LHE's for the Faculty Development Chair and for the Curriculum Committee Chair were also reduced.

With the ratification of the new faculty contract, reassigned time has been abolished by the Board in favor of stipends for Academic Senate officers, Faculty Development Chair, Curriculum Chair, General Education Chair and both the Accreditation Chair and Editor. This will severely impact the ability of faculty serving in these positions to effectively participate in the shared governance process. Reassigned time provided faculty serving in these positions time to effectively participate in the shared governance process. Reassigned time provided faculty the means to reduce instructional commitments while also being able to participate in the decision-making processes at the College. The stipend model will require those serving in leadership positions on committees not only to completely fulfill their instructional duties, but in addition, to spend a great deal of extra time (albeit paid) attending to Committee commitments. With faculty putting in 15 hours of preparation, 15 hours of instruction, five office hours and one committee hour per week, there is precious little time left to take on the additional commitment of committee leadership and even fewer faculty who would wish to do so.

PLANNING AGENDA

a. The College will recommend to the Board of Trustees that faculty reassigned time for the officers of the Academic Senate and for the chairs of the Faculty Development, General Education, and Curriculum committees be reinstated to support shared governance.
B.9 The institution clearly states and publicizes the role of staff in institutional governance.

**Description**

The Classified Senate, formalized in 1984, represents the classified staff in College governance matters. The Classified Senate President is a voting member of the President's Council, and is a non-voting representative at meetings of the Board of Trustees. Classified Senate members and California School Employees Association (CSEA) members serve on various College committees and are also included in District meetings, such as the Chancellor's Cabinet. CSEA represents the District-wide classified staff in collective bargaining.

**Appraisal**

Individual Deans and directors of divisions officially support the role of the Classified Senate and its participation in College/District-wide committees, but in being reluctant to allow staff sufficient time to attend committee meetings the District and the College do not in fact encourage Classified Senate members to participate in organized leadership. Apathy is a major problem affecting the Classified Senate, with average attendance fewer than ten per meeting. The conflict between the District and the College regarding the roles of the collective bargaining unit and the Classified Senate has created confusion for individual employees. Some of the classified staff feel that the lawsuit brought by CSEA against the District has compromised Classified Senate participation.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

**Description**

The role of students in College governance is stated in both the College Catalog (Ref. 10.17) and the Schedule of Classes (Ref. 10.18). Student representation is encouraged and sought on virtually all College committees. The Associated Student Government (ASG) is approached for input on proposals that have significant impact on students. In Board meetings, the Board of Trustees will ask the ASG President whether or not students were consulted. Since the last accreditation visit, the ASG President has been provided a seat at the table during regular Board meetings, with opportunities to provide input, respond to Board inquiries, and present monthly reports.
APPRAISAL

The Board of Trustees' decision to provide a seat at the table for the ASG President has increased the voice of the students and prompted the solicitation of additional student input. Students are active participants in College governance as demonstrated by ASG participation in College committees, by action taken by the ASG, and by ASG financial support of various College activities. There is, however, an ongoing challenge to find interested student representatives for various levels of participation.

C. MULTI-COLLEGE DISTRICT AND/OR SYSTEMS

C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTION

In conjunction with the Board of Trustees, the chief executive officer defines goals, develops plans and establishes priorities for the institution. The Chancellor holds Board sessions which provide for an organized opportunity to review and establish District goals. This process allows for discussion in open session with all the various interests of the College and District. The process, too, can lead to a closer working relationship with the Board of Trustees. These meetings have led to changes and have helped the District consolidate its goals and directions for the future. The Board approved the Educational and Facilities Master Plan (through 2000) in May, 1996.

The District is the central point for resource allocation. Saddleback College recommends the organization and distribution of financial resources to the Chancellor and to the Board through the District-wide Budget Committee. The District also ascertains that statutes, regulations, and Board policies are in place and are considered in the daily operations of the colleges.

APPRAISAL

Although the chief executive officer provides effective leadership according to roughly 31 percent of the respondents to the IES (Ref. 10.19), approximately 34 percent disagreed with this statement, and 28 percent of the College community didn't have enough direction to answer this question affirmatively.
C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTION

The District has a history of effective leadership in the Chancellor’s Office. The statutes, regulations, and Board Policy are effectively implemented. The District has an elaborate budget allocation model that distributes the District’s funds by formula. The model is governed by a three-layer committee process. In December, 1997, the District was notified by the State Chancellor’s Office that the District’s reserves were below the minimum recommended three percent. The SOCCCD was then declared a Level 2 on the State Chancellor’s watch list.

APPRAISAL

According to the respondents to the IES, many disagreed that the Chancellor manages resources, implements budgets priorities and budget allocations to all units of the District in accordance with the statutes, regulations, and Board policies (Ref. 10.20). The majority of respondents did not have enough knowledge to answer this question.

C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

DESCRIPTION

Board policy 2001 directs the Chancellor to organize the necessary committees to assist in the operation of the District, and it directs the college Presidents to organize college committees as needed. All matters called to the Board’s attention, “by District personnel or students shall be presented through the Chancellor.”

APPRAISAL

Frequently, District solicitation of input from College constituencies does not allow adequate time for complete participation by all shared governance units.

PLANNING AGENDA

a. The College will recommend to the District when seeking committee recommendations that adequate time be allowed for full participation by shared governance units.

GOVERNANCE AND ADMINISTRATION
C.4 The district/system provides effective services that support the mission and functions of the college.

DESCRIPTION
The District provides information management, human resources, and business services, including purchasing and receiving, to the College.

APPRAISAL
There are some problems in easy access to District statistical/research information. This problem will be addressed, however, when the new information management system is implemented.

C.5 The district/system and the college(s) have established — and utilize — effective methods of communication and exchange information in a timely and efficient manner.

DESCRIPTION
The District Public Information Officer was transferred to IVC as a result of the downsizing of the District's administration and a consultant was hired to provide public relations services for the District. At the March 23, 1998, Board of Trustees meeting the Board created a new position for a District Public Affairs Officer.

APPRAISAL
The loss of a District spokesperson resulted in the elimination of the Board Meeting Summaries, the quarterly District Newsletter, and an immediate resource for the press. With the installation of the new District Public Affairs Officer, the flow of information from the District to the College community will be reestablished.
C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

DESCRIPTION

From 1992 to 1997, the District employed a consultant, under the administrative direction of the Vice Chancellor, Educational Services, to review and update Board Policy and Administrative Regulations on a regular basis. In addition, all review and revision of Board Policy and Administrative Regulations are processed through the College and District shared governance network, as identified in the Shared Governance Leadership Handbook (Ref. 10.21). Board Policy and Administrative Regulations are currently reviewed and updated by the Vice Chancellor, Educational Services.

APPRAISAL

The District-wide Board Policy and Administrative Review processes are thorough and inclusive, but they are very slow. A process that can facilitate change in a more expedient manner would better serve the District.
| 10.1 | California Education Code, Title 5, California Code of Regulations |
| 10.2 | Board Policy 103 - Membership of the Governing Board |
| 10.3 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 145 |
| 10.4 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 146 |
| 10.5 | South Orange County Community College District Administrative Hiring Policy |
| 10.6 | Organization Assessment for South Orange County Community College District |
| 10.7 | South Orange County Community College District Code of Ethical Conduct |
| 10.8 | South Orange County Community College District Employment Procedures Manual |
| 10.9 | South Orange County Community College District Employment Procedures for Executive Positions |
| 10.10 | Board of Trustees Orientation Manual |
| 10.11 | Strategic Plan Steering Committee Report 1996, p. 1 |
| 10.12 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 149 |
| 10.13 | Administrative and Classified Leadership Handbook |
| 10.14 | Saddleback College Full-Time Academic Employees Hiring Policy |
| 10.15 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 152 |
| 10.16 | Board Policy 2100.1 - Rights of Academic Senate |
| 10.17 | Saddleback College Catalog |
| 10.18 | Saddleback College Schedule of Classes |
| 10.19 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 169 |
| 10.20 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 171 |
| 10.21 | Shared Governance Leadership Handbook |
PLANNING SUMMARY

use PMS 350 for green
IWL MPIIMYi
9Vh'IKIPIRY
I
70x601
in reviewing the numerous planning agendas contained in this report, it is apparent that there are four main areas on which the majority of planning agendas for the standards focus:

1. Systematic institutional evaluation and planning,
2. Improved communication and dissemination of information at all levels of the institution,
3. Identifying financial resources to support staffing and program funding needs, and
4. Clarification of and adherence to the goals of shared governance.

The implementation of the new information management system, the Title III-funded student tracking system, and the linking of the Accreditation self study planning agendas to the College's Strategic Plan will provide a solid basis for regular, systematic evaluation and planning within the College. The employment of a Dean of Development, Research and Planning is critical to the College's ability to provide measures of both student outcomes and institutional effectiveness and to provide data for divisions and departments to utilize in the development of self-assessment instruments and to improve programs and services.

Improved dissemination of information via the College's Web site will provide the College community with current, easily accessible information. In addition, a concerted effort on the parts of the College and the District to improve the flow of information from the District and the Board of Trustees will keep the College current with District processes and decisions and with the goals and objectives of the Board of Trustees.

The implementation of a number of the planning agendas will depend on the District's and the College's abilities to work within established planning and budgeting processes to hire faculty and staff to support curricular and staffing needs identified in the self study.
Finally, the issue of shared governance needs to be addressed at both the District and the College levels. The definition of what comprises shared governance must be clearly identified and widely disseminated. Each "side" (for lack of a better term) needs to adhere to its area of authority and must be allowed to practice within the scope of the mutually agreed-upon definition of shared governance.
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Dorothy Fortune, Steven J. Froge, Joan Hueter, Dave Lang, Teddi Lorch, Marcia Milchiker, John S. Williams
Kathleen O'Connell Hodge, Acting Chancellor

SADDLEBACK COLLEGE

Richard E. McCullough, Ph.D., Acting President
THE ACCREDITATION SELF STUDY REPORT
OF
SADDLEBACK COLLEGE

Presented to the Western Association of Schools and Colleges
in support of
Application for Reaffirmation of Accreditation

FALL 1998
South Orange County Community College District
Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692

BOARD OF TRUSTEES
Dorothy Fortune, Steven J. Frogue, Joan Hueter, Dave Lang, Teddi Lorch,
Marcia Milchiker, John S. Williams
# Table of Contents

1. Certification of the Self Study Report ................................................................. 1
2. Abstract of the Report ........................................................................................... 7
3. Organization for the Self Study .............................................................................. 13
4. Descriptive Background and Demographics .......................................................... 19
5. Organization of the Institution .............................................................................. 30
6. Certification of Continued Compliance with the Eligibility Requirements .......... 31
7. Responses to the Recommendations from the Most Recent Evaluation .............. 32
8. Standard One: Institutional Mission ...................................................................... 49
9. Standard Two: Institutional Integrity ...................................................................... 55
10. Standard Three: Institutional Effectiveness .......................................................... 65
11. Standard Four: Educational Programs .................................................................. 77
13. Standard Six: Information and Learning Resources ............................................ 113
14. Standard Seven: Faculty and Staff ....................................................................... 127
15. Standard Eight: Physical Resources .................................................................... 139
17. Standard Ten: Governance and Administration .................................................. 165
18. Planning Summary ............................................................................................... 183
CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

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

From: Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the accreditation status of Saddleback College.
We certify that there was broad participation by the College community and we believe the Self Study Report accurately reflects the nature and substance of this institution.

JOHN S. WILLIAMS, PRESIDENT
BOARD OF TRUSTEES
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

KATHLEEN O'C. HODGE, ACTING CHANCELLOR
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CHRISTINA CARROLL, EDITOR
ACCREDITATION SELF STUDY REPORT EDITOR

DIXIE BULLOCK
ACCREDITATION LIAISON OFFICER

CARL CHRISTENSEN, CHAIR
STANDARD ONE: INSTITUTIONAL MISSION

SUSAN GORDON, CHAIR
STANDARD TWO: INSTITUTIONAL INTEGRITY

MARY WILLIAMS, CHAIR
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS
STANDARD FOUR: EDUCATIONAL PROGRAMS

MAUREEN SMITH, CHAIR

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

PAULA JACOBS, CHAIR

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

ANA MARIA COBOS, CHAIR

STANDARD SEVEN: FACULTY AND STAFF

MARK KRUHMIN, CHAIR

STANDARD EIGHT: PHYSICAL RESOURCES

HARRY PARMER, CHAIR
CAROL HILTON, CHAIR  
STANDARD NINE: FINANCIAL RESOURCES

MIKI MIKOLAJCZAK, CHAIR  
STANDARD TEN: GOVERNANCE and ADMINISTRATION
Throughout the self study, several issues become apparent regarding institutional improvement. First, there is an identifiable need for systematic, coordinated collection and analysis of statistics and student data at the College level. Currently, it is difficult to access information necessary for institutional planning or for assessing institutional effectiveness. Many divisions duplicate the research efforts completed by other divisions for lack of a Dean of Development, Research and Planning. Second, there is concern about the finances at the District level. The District was placed on a financial watch list and moved from a level 3 to a level 2 by the state Chancellor's office. During the completion of the self study report, however, the District made huge strides in bringing its contingency account to an acceptable level. Third, there seems to be a lack of clear communication between the South Orange County Community College District Board of Trustees and all levels of shared governance units. A partial solution to this issue may depend upon a mutual agreement on the definition of the phrase "rely primarily upon" which appears in a board policy statement defining the authority of the Academic Senate. Finally, there is continued fallout from the administrative reorganization that the Board elected to impose on the College in July, 1997. The structure of the College's administration was significantly altered to reduce the number of Deans overseeing academic and student support divisions. Several divisions were merged, with fewer Deans overseeing many more areas of responsibility than before. This has had a negative impact on the effective day-to-day operations of the divisions and the College.
Board. The Board's decision to move the Emeritus Program from Saddleback College to the District did not follow this process, and a need for improvement in the application of the process is recognized.

The lack of a coordinated College-wide plan for institutional research is also a matter which requires resolution. Additionally, the District's mission statement and the College's philosophy and goals need to be modified on a regular basis to reflect state-mandated requirements.

STANDARD TWO: INSTITUTIONAL INTEGRITY

Saddleback College has a number of academic policies and procedures already in place that ensure students a sound educational curriculum while providing academic excellence. The faculty and staff work in an atmosphere of academic freedom and integrity. The College has made great strides in fostering a supportive climate with respect to issues of equity and diversity by developing a culturally diverse curriculum, a Cross-Cultural Studies Program, an International Students' Center, student clubs and activities, and faculty and staff in-service programs.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Many entities at Saddleback College carry out the research necessary for program evaluation and review. Unfortunately, the decision of the SOCCCD not to hire a Dean of Development, Research and Planning makes the gathering of necessary data difficult and cumbersome. The lack of one central research office limits the ability of the various departments to share data with one another. The implementation of the new information management system will assist in providing the campus with the centralized data necessary for effective research. Staffing limitations in the Innovation and Technology Center, however, impact the ability of the College to support its computer infrastructure.

While the planning process has been established, and appropriate documents are in place, there is concern by much of the campus community as to how decision-making is carried out. A six-year rotation of program evaluation is under way and needs to continue as scheduled.

The College clearly delineates its mission and purpose through the Catalog, as well as in several other documents. Ways in which these objectives are achieved are clearly communicated to the public.

STANDARD FOUR: EDUCATIONAL PROGRAMS

The stated mission of Saddleback College includes a commitment “to providing high quality postsecondary educational opportunities.” Saddleback College offers educational programs that provide lower division transfer and associate degree programs, occupational certificate programs, community education, non-credit education, and specialized programs that are comprehensive and highly regarded by the College and general communities.

Through its educational programs and its highly qualified faculty and staff, the College affirms its commitment to high standards. The current full-time hiring policies of the College ensure a
process by which new faculty are added to guarantee the continuation of educational excellence at Saddleback College. The College must strive for the 75 percent full-time to 25 percent part-time faculty ratio, especially in divisions where there are large numbers of part-time faculty.

The College regularly evaluates the general education package for the associate degree and has recently added a Computer Literacy competency requirement. Certificate program requirements are also evaluated annually by divisions and appropriate advisory boards. The awarding of credit and grades is based on clearly stated objectives and criteria, and Saddleback College students who transfer to baccalaureate institutions demonstrate that the academic standards at Saddleback College are equal or superior to those of the transfer institutions. Distance education courses complement the overall educational program by providing curriculum opportunities for students who find it difficult to attend the more traditional programs on campus.

College publications, including the College catalog, the Schedule of Classes, and the Continuing Education Spectrum, provide accurate information about the College and provide students and the community with an overview of all of the educational programs.

To ensure that the educational programs at Saddleback College continue to be of high quality, the District Budget Committee must address the model of allocation of funds to the College so that financial support is commensurate with the goals and objectives of Saddleback College.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

Saddleback College students enjoy a full range of student support services and programs, including admissions, counseling, services for students with disabilities, financial assistance, matriculation, job/career search services, re-entry services, transfer services, child care, health services, safety and security services, co-curricular and student government activities, tutorial services, a College bookstore and a cafeteria. Information regarding these programs, services and facilities is available in the Schedule of Classes, the Saddleback College Catalog, on the College Web site, in the Student Handbook, and through other College program publications.

Since its opening in June of 1990, the Student Services Center has housed the majority of Student Services programs. By centralizing Student Services departments, the College has increased the accessibility of resources and its ability to coordinate services and programs. Computer availability and utilization has enhanced information acquisition and dissemination, and facilitated service delivery to students. The establishment of a telephone registration system has simplified and expedited the registration process. Departments within Student Services continue to assess student needs and evaluate program effectiveness. Results are used to modify and expand services to meet the needs of the College's growing and changing population.

Faculty, administrators, and staff recognize the need for a relational student information system and an automatic student tracking system. Using Title III funds, an automatic student tracking system is scheduled for implementation in 1998. More efficient and effective data collection will provide information that can be used for program evaluation and planning purposes. While funding restrictions and staffing issues continue to challenge all Student Services programs,
firm commitment to maintain a comprehensive array of quality services that facilitate, support, and enhance the instructional program remains a priority for Saddleback College.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

The components of Information and Learning Resources at Saddleback College are the library, the Learning Assistance Program and the Interdisciplinary Computer Center, and the Innovation and Technology Center.

Information and Learning Resources has an expert academic and classified staff. There are established procedures for involving faculty in selecting new resources and several vehicles are used to inform the College of new resources and technologies. The Interdisciplinary Computer Center and the new open-access computer lab in the library provide access to technology for class and individual use. The peer tutoring program is supported by more than 100 volunteer tutors. Library research classes and orientations are in high demand. The extensive CD-ROM local area network and Web-based databases provide access to a wide array of citation-only indexes and full-text resources.

There is a recognized need for coordinating the various evaluation efforts, updating the reference and circulating book collections, expanding the audio-visual collections, and stabilizing the classified staff technical and public service areas.

STANDARD SEVEN: FACULTY AND STAFF

Continued fiscal restraints have had a pronounced effect on staffing levels at the College and vacancies exist in all areas of faculty, administration, and classified staff. College committees have created procedures to prioritize the order in which vacancies will be filled when funding becomes available. The Board of Trustees has reduced the administrative structure of the College, and has also increased its decision-making power in the hiring of senior administrators.

Faculty and staff are encouraged to utilize staff development opportunities afforded by the College and from funds made available to the faculty and staff from the state. Staff development committees plan activities, review requests for funds, and assess the evaluations required for all funded activities.

Faculty and staff are evaluated on a regular basis and the evaluation process continues to be assessed so that contractual conditions are followed and improvements are considered to make the process more responsive and timely. The effect of the reduction of administrative personnel on the evaluation process is being analyzed.

STANDARD EIGHT: PHYSICAL RESOURCES

Saddleback College is a comprehensive campus community that provides facilities for academic instruction, learning resources, student services, physical education and athletic programs, community education, and College and District administration. The campus encompasses a total of 608,641 gross square feet with an assignable area of 434,855 square feet. In addition, over 50 off-
campus locations, including Leisure World, are used for instructional learning centers and community education programs.

The District's education and facilities master planning process supports the institutional goals of the College. The Facilities Master Plan for Saddleback College is designed as a physical interpretation of the Educational Master Plan and guides future development. The identification of projected weekly student contact hours (WSCH) for a build-out of 28,000 students at Saddleback College was translated into space requirements. The final plan presents a model that will meet the projected needs to maximize enrollment at the College. Because of state fiscal parameters, however, realistic timelines for construction must be addressed. Creative strategies are needed for financing future planned projects.

The District and Saddleback College have undertaken the task of upgrading and improving technological resources for instruction and administration. Through the initiation of Certificates of Participation the College now enjoys a dynamic and modern District-wide computer network. However, the need to upgrade and replace non-instructional equipment still must be addressed and funding sources identified.

Finally, Saddleback College places a very high priority on public safety, occupational health and safety, risk management, and disaster preparedness planning. The institution focuses on prevention and preparedness measures that nurture and maintain an environment that is conducive to the learning process.

**STANDARD NINE: FINANCIAL RESOURCES**

Since the last accreditation, the South Orange County Community College District has faced significant financial challenges. During the 1990-1991 fiscal year the District became a "basic aid" district receiving the majority of its funding from local property taxes. Due to a downturn in the economy and reduced property values, the District reverted to the state Program Based-Funding formula during the 1996-1997 fiscal year. As a result of the Orange County Bankruptcy in 1994 the District was faced with the challenge of reducing budgets $2.4 million mid-year. It has taken the District time to recover from these financial challenges, however, projections for the 1997-1998 ending balance indicate a significant improvement in the District's fiscal condition.

At Saddleback College there has been a need to respond to the financial challenges facing the District. The College budget was $39.5 million in 1993-1994 and $40.7 million in 1997-1998, an increase of only three percent in four years. The College has reduced personnel significantly in all employee groups, has implemented a number of utility cost-saving measures, and has severely limited supply and material budgets. Despite these cost-saving measures, personnel costs continue to consume a high portion of the budget, primarily due to inflationary factors within salary schedules. The College struggles with funding existing personnel costs and funding extra classes to achieve growth targets, while ensuring adequate personnel levels, and maintaining supplies and materials budgets.
STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The South Orange County Community College District Board of Trustees operates within policy and written guidelines, however, it has circumvented effective past practices in altering its policy for hiring executive administrators by minimizing input from shared governance units at the College level. A majority of the Saddleback College community that participated in the Institutional Effectiveness Survey (IES) in May, 1997 does not believe that the Board adequately represents the public interest or effectively ensures the financial soundness of the District and its two colleges.

There have been five different acting and permanent College presidents in the past six years and the College has had to undertake creative operational adjustments with each new president and presidential style. The SOCCCD Board of Trustees significantly reduced the College’s administrative organization in July, 1997, which had a negative result on the morale of the remaining Deans and on the College community as a whole. The institution supports faculty, staff and student participation in governance, although recent reductions in reassigned time may have a negative effect on the ability of faculty to effectively participate in the shared governance process.

The SOCCCD has a history of effective leadership. Since 1992, however, there have been four different acting and permanent Chancellors. It is apparent from the responses to the IES that the District needs to communicate more completely to the College community about its operations.
1998 implementation period. An Accreditation Self Study Editor position, supported on a partial reassigned time basis, was established.

The following timeline was adopted and has been followed throughout the process:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, 1996</td>
<td>1. Select Self Study editor.</td>
</tr>
<tr>
<td>Fall, 1996</td>
<td>1. Identify Self Study Standard Committees and Chairs.</td>
</tr>
<tr>
<td></td>
<td>2. Provide training for Self Study Committees and Chairs.</td>
</tr>
<tr>
<td></td>
<td>3. Review Institutional Effectiveness Survey (faculty and staff) and Community Survey and incorporate changes.</td>
</tr>
<tr>
<td>Spring, 1997</td>
<td>1. Identify classes to administer Community College Student Experiences Questionnaire (CCSEQ).</td>
</tr>
<tr>
<td></td>
<td>2. Administer Institutional Effectiveness Survey and CCSEQ.</td>
</tr>
<tr>
<td></td>
<td>3. Draft preliminary descriptive narratives for all Standards.</td>
</tr>
<tr>
<td>Fall, 1997</td>
<td>1. Review and disseminate results of CCSEQ and Institutional Effectiveness Survey.</td>
</tr>
<tr>
<td></td>
<td>2. Administer, review, and disseminate results of Community Survey.</td>
</tr>
<tr>
<td></td>
<td>3. Complete self-evaluation and planning agenda narratives for all Standards.</td>
</tr>
<tr>
<td></td>
<td>4. Present status report to the Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>2. Review first draft with entire College community, including Board of Trustees and selected District staff during Faculty In-Service Week.</td>
</tr>
<tr>
<td></td>
<td>3. Establish Internet Web site (<a href="http://www.saddleback.cc.ca.us/gov/accredit/">http://www.saddleback.cc.ca.us/gov/accredit/</a>) and solicit further review from College community and from Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>4. Review revised document with the Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>5. Proceed with publication arrangements.</td>
</tr>
<tr>
<td></td>
<td>2. Disseminate document to College community, District Office and Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>3. Mail Self Study report and related materials to the visiting team.</td>
</tr>
<tr>
<td>Fall, 1998</td>
<td>1. Visit by evaluation team.</td>
</tr>
</tbody>
</table>

The combination of formal meetings, broad communication (enhanced by using the campus e-mail system) and institutional leadership enabled Saddleback College to achieve its desired goals, with respect both to the timeline for accomplishing specified tasks and to the assurance of the document's high quality. Finally, the College President and the President's Council provided support by serving as a vehicle for the review and adoption of plans, many of which were also
referred to appropriate governance organizations such as the Academic Senate. This final step in the process was adopted in order to ensure institutional ownership in the specific plans, making the Self Study process an integral aspect of the College’s planning and development activities.

STEERING COMMITTEE

Wendy Gordon Lewis  Accreditation Self Study Chair
Christina Carroll  Accreditation Self Study Report Editor
Richard McCullough  Saddleback College Acting President
Ned Doffoney  Saddleback College President
Bill Andrews  Accreditation Liaison Officer (1996-1998)
Dixie Bullock  Accreditation Liaison Officer (1998)
Kathleen O’C. Hodge  South Orange County Community College District

LIAISON

Carl Christensen  Standard One Chair
Susan Gordon  Standard Two Chair
Mary Williams  Standard Three Chair
Maureen Smith  Standard Four Chair
Paula Jacobs  Standard Five Chair
Ana Maria Cobos  Standard Six Chair
Mark Kruhmin  Standard Seven Chair
Harry Parmer  Standard Eight Chair
Carol Hilton  Standard Nine Chair
Miki Mikolajczak  Standard Ten Chair

ORGANIZATION FOR THE SELF STUDY
STANDARD ONE: INSTITUTIONAL MISSION

Carl Christensen   Faculty (Chair)
Marly Bergerud    Administration
Don Busché        Administration
Mike Merrifield   Faculty

STANDARD TWO: INSTITUTIONAL INTEGRITY

Susan Gordon      Classified Leadership (Chair)
Pat Heuneman      Classified
Bill Holston      Faculty
Patrick Reddick   Student
Bill Riley        Faculty
Dan Rivas         Administration

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Mary Williams     Classified (Chair)
Wendy Baker       Administration
Linda Bashor-Lannan Classified
Bill Brummel      Faculty
Tim Gertz         Student
Ann Hagerty       Faculty
Jeanne Smith      Faculty
Steve Smolen      Faculty

STANDARD FOUR: EDUCATIONAL PROGRAMS

Maureen Smith     Faculty (Chair)
John Allen        Faculty
Bill Andrews      Administration
Kay Cox           Faculty
Margaret Gritton  Faculty
Dawn Lindsay      Faculty
STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

Paula Jacobs  Faculty (Chair)
Randy Anderson  Faculty
Jerilyn Chuman  Administration
Joyce Hanna  Classified
Vern Hodge  Administration
Jeanne Mazique-Craig  Faculty
Linda Newell  Administration
Sharon Nussenbaum  Faculty
Larry Twicken  Faculty

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Ana Maria Cobos  Faculty (Chair)
Susan Corum  Administration
Gita Satyendra  Faculty
Mark Schiffelbein  Classified Leadership
Bonnie Stephenson  Faculty (Associate)
Patti Weekes  Classified
Tom Weisrock  Faculty

STANDARD SEVEN: FACULTY AND STAFF

Mark Kruhmin  Classified (Chair)
Greg Bishop  Administration
Beth Brokaw  Classified
Jennifer Forouzesh  Faculty
Lee Haggerty  Faculty
Roni Lebauer  Faculty
Richard McCullough  Administration
Penny Lewis  Classified
Bill Riley  Faculty
STANDARD EIGHT: PHYSICAL RESOURCES

Harry Parmer Faculty (Associate)/Classified Leadership (Chair)
Doug Barr Administration
Cloyce Kelly Classified
Tom Morgan Faculty
John Ozurovich Administration

STANDARD NINE: FINANCIAL RESOURCES

Carol Hilton Classified Leadership (Chair)
Dixie Bullock Administration
Bob Cosgrove Faculty
Adrian Craciun Student
Cal Nelson Faculty
Armando Ruiz Faculty
Katie Slavin Classified Leadership
Linda Wood Classified
Sharon Yost Classified

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

Miki Mikolajczak Faculty (Chair)
Trudi Baggs Classified
Lloyd Evans Administration
Tim Greene Faculty (Associate)
Kathleen O’C. Hodge Administration
Don Mineo Classified
Patrick Reddick Student
Terrill Robinson Administration
Gary Stakan Administration
Rick Travis Student
DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

NATURE AND HISTORY OF THE COLLEGE

Saddleback College was founded concurrently with the Saddleback Community College District in 1967, offering its first classes in 1968. The organizational structure since that time is best described in six distinct phases or periods.

Saddleback College is one of two separately accredited colleges in the South Orange County Community College District. During the course of its history, the College has experienced two patterns of change which have had a significant impact upon its development: organizational alterations, and growth.

PERIOD I (1967-1979)

Saddleback College and the District operated as a single entity under a chief executive officer who served as both Superintendent of the District and President of the College.

PERIOD II (1979-1981)

In 1979 a satellite campus was opened in Irvine. Saddleback College in Mission Viejo was designated as the “Main Campus” and the satellite was designated as the “North Campus,” both operating as components of the single College which retained the name “Saddleback College.” The chief executive officer continued to serve as both Superintendent of the District and President of the College. The Main Campus was headed by a Dean of Instruction, who also served as Assistant Superintendent of the District.
PERIOD III (1981-1983)
During this phase the North Campus was elevated from satellite to campus status, altering the organizational structure to a multi-campus, single-college District. The Superintendent/President's position was changed to Chancellor of the District. Presidents were appointed to serve as chief executive officers of the Main Campus and the North Campus. A new Chancellor was appointed in 1982.

PERIOD IV (1983-1988)
In 1983 discrete District offices were established and later expanded by the Chancellor. The Main Campus was changed in title to Saddleback College South and a new president was appointed. The designation of the North Campus was changed to Saddleback College North. During this period certain functions were centralized under the District's authority, while others were decentralized under the campuses.

Period V (1985-1992)
In 1985 the Board of Trustees adopted a new organizational structure and established the District as a multi-college organization. Saddleback College South emerged with its own identity as Saddleback College; Saddleback College North was named Irvine Valley College (IVC). In 1986 a new District Chancellor was appointed and, in conjunction with the College Presidents, arranged for the further decentralization of former District functions as well as increased decision-making authority for the colleges.

Saddleback College enjoyed a stable organization, consistent leadership by the institution's President of nine years, and an effective system of governance. Although Saddleback shared the financial concerns of all other California community colleges as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon its educational and institutional development, and supported the College's progress in significant areas of accomplishment.

PERIOD VI (1992-PRESENT)
Saddleback College, beginning with a student population of 2,500, now serves an approximate enrollment of 22,000 students at its 200-acre campus in Mission Viejo and 30 off-campus sites. Enrollment growth has supported Saddleback College's development into a large, comprehensive community college which offers to residents of the area a broad spectrum of programs and services: academic degree programs for transfer, occupational degree and certificate programs, general education, continuing education, community services, and student support services. Both the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees are available to students.

Since the last accreditation visit in 1992, Saddleback College has experienced an intense period of administrative change. In 1992, its President of ten years resigned to take a position as President of another college. This set into motion a long chain of administrative changes: an acting President from 1993-1994, a permanent President from 1994-1998, and an acting President from
1998 until the present. A similar chain of events took place in the office of the Vice-President. In 1995, the Vice-President of Instruction retired after 12 years in that position. There was an acting Vice-President from 1995-1996, a permanent Vice-President from 1996-1998, and an acting Vice-President from 1998 until the present.

Concomitantly, the District also experienced great administrative turnover, with its Chancellor of seven years retiring in 1993. An acting Chancellor followed from 1993-1994, a permanent Chancellor from 1994-1998, and an acting Chancellor from 1998 until the present. Additionally, the Vice-Chancellor for Administrative Services retired in 1995 and a new Vice-Chancellor for Educational Services was selected the following year. That Vice Chancellor is now the acting Chancellor with yet another acting Vice Chancellor in the vacated position.

Then, in 1996, the District Board of Trustees took action to initiate a review of the District name. It sought input from all shared governance units and requested, in January 1997, to change the name of the District. In April 1997 the Board approved the District's name change from Saddleback Community College District to South Orange County Community College District.

In July, 1997, the District Board of Trustees made sweeping adjustments in the administrative structures at both Saddleback College and at IVC, with the elimination of the school-chair model which had served at IVC as the Dean model had at Saddleback. Five Saddleback College Deans were transferred to IVC to oversee new areas of administration. One of those Deans exercised his right to retreat to classroom instruction at Saddleback. The four Deans who remained at Saddleback College had their administrative areas and duties greatly expanded, with each Dean in charge of two or more Divisions.

Such intense and profound change has had an incalculable impact on all levels of the organization. It has served (and continues to serve) as a litmus test of the true mettle of Saddleback College's administration, faculty, and staff. The institution continues to strive towards excellence in its educational mission, in no small part fueled by the collective determination of its remaining administrators, and its faculty and staff.

DEMOGRAPHIC OVERVIEW

When Saddleback College was founded in 1967, South Orange County was a large rural area with a sparse population clustered in quiet, distinct towns and communities. Despite the economic downturn of the early 1990s and the huge impact of the Orange County bankruptcy declaration, it is, once more, one of the nation's most prosperous and dynamic areas, desired by major businesses for its potential as a location for corporate headquarters.
The area's temperate climate, the proximity to some of the Pacific Ocean's most beautiful coastal beaches, and the desirable location between Los Angeles and San Diego have contributed to a marked population explosion. South Orange County had a total population of 148,000 in 1968. The population projection for the year 2000 is approximately 769,000.

Saddleback College's service area is composed of the communities of Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Laguna Hills, Laguna Niguel, Mission Viejo, Rancho Santa Margarita, Las Flores, Portola Hills, San Clemente, San Juan Capistrano, and South Laguna. Laguna Hills is shared with Saddleback College's sister College, Irvine Valley College.

On the southeast it is bordered by San Diego County. The area's total 1990 population stands at 303,783 and it is projected to grow to 457,055, a 50 percent increase, by the year 2000. In 1990 there were 158,400 housing units and by the year 2000 this number is projected to increase to 194,800, again, a 23 percent increase. The rate of employment growth will more than double that of population and housing by the year 2000.

Few of the communities in the Saddleback College service area have leveled off in growth. Only Mission Viejo and South Laguna have been fully developed. The other communities are projected to grow by about 40,000 housing units in the next decade. Continued growth of the student population is expected as a result of anticipated high school graduation rates during the next ten years. For example, the Capistrano Unified School District is projecting a doubling of enrollments, from 28,500 students to over 50,000 students by the year 2000.

Growth and urbanization have drawbacks as well as gains. For some time, the most challenging problem has been transportation. Anticipating this, the South Orange County Community College District recognizes the future need for a third site within the next ten years. The recession of the early 1990s, opportunities for distance learning, provision of courses via the Internet and the acquisition of the Tustin Marine Corps Air Station, however, have slowed the immediate need for establishing a third location.

There are two four-year public institutions of higher education in the Saddleback College area: the University of California at Irvine and California State University at Fullerton. Tuition increases and enrollment limitations at both institutions have resulted in increased transfer-oriented student enrollments at the College. California State University, Fullerton has a satellite campus located at Saddleback College, enrolling over 2,000 students in upper division coursework.

Two trends, seen at most California community colleges, are evident at Saddleback College. The number of minority students enrolled is increasing at a significant rate, and the demand for transfer courses is also increasing.

The charts on the following pages provide additional demographic information about area population and a more detailed portrait of the College's student population.
ORGANIZATION FOR THE SELF STUDY

Conducting a thorough self-assessment in an institution of Saddleback College's size and complexity requires careful organization and planning. Given the need to adapt to the Accrediting Commission's new standards of evaluation as well as the coordination required by simultaneous evaluation visits for the two Colleges in the District further underscored the need for a well-organized effort. Particular attention was given to the following elements:

• Adequate time for preparation of the College self study.
• Adequate time and planning for coordination with the District Office and the sister Institution, Irvine Valley College.
• Leadership for the entire self study process.
• Additional leadership to provide attention to stylistic requirement.
• Formation of standard committees with representation from all segments of the College community, as well as District and Board representation in appropriate sections.
• Documentation and surveys to support findings and conclusions, as well as to elicit maximum input in determining institutional perceptions.
• Progress reports to the College community, the District and the Board of Trustees.

In Spring, 1996, following broad consultation, the College President began the self study process by announcing the academic leadership position of Accreditation Self Study Chair. In order to underscore the importance of the faculty's role in accreditation and to ensure uninterrupted attention to this important project, the position was established on a partial reassigned time basis for the 1996-1997 planning period and on a full, 100 percent reassigned time basis for the 1997-
TOTAL DISTRICT POPULATION
NORTHERN AND SOUTHERN SERVICE AREAS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>199,569</td>
<td>283,106</td>
<td>83,537</td>
<td>53.78%</td>
<td>48.24%</td>
</tr>
<tr>
<td>South</td>
<td>171,531</td>
<td>303,783</td>
<td>132,252</td>
<td>46.22%</td>
<td>51.76%</td>
</tr>
<tr>
<td>District</td>
<td>371,100</td>
<td>586,889</td>
<td>215,789</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

FIGURE 2

DISTRICT MINORITY POPULATIONS, 1980-1990
Northern and Southern Service Areas

FIGURE 3

DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS
ETHNIC COMPOSITION AND CHANGE IN DISTRICT POPULATION
1980 COMPARED TO 1990

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
<td>Amount</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25,481</td>
<td>63,532</td>
<td>38,051</td>
</tr>
<tr>
<td>Non-Hispanic Black</td>
<td>4,918</td>
<td>9,851</td>
<td>4,933</td>
</tr>
<tr>
<td>Asian</td>
<td>13,116</td>
<td>49,994</td>
<td>36,878</td>
</tr>
<tr>
<td>White</td>
<td>315,555</td>
<td>462,500</td>
<td>147,145</td>
</tr>
<tr>
<td>Other</td>
<td>12,230</td>
<td>1,012</td>
<td>-11,218</td>
</tr>
<tr>
<td>District Total</td>
<td>371,100</td>
<td>586,889</td>
<td>215,789</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>% of District 1980</th>
<th>% of District 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>10.83%</td>
<td>6.87%</td>
</tr>
<tr>
<td>Non-Hispanic Black</td>
<td>1.68%</td>
<td>1.33%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.52%</td>
<td>3.53%</td>
</tr>
<tr>
<td>White</td>
<td>78.81%</td>
<td>84.98%</td>
</tr>
<tr>
<td>Other</td>
<td>0.17%</td>
<td>3.30%</td>
</tr>
<tr>
<td>District Total</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

FIGURE 4

Saddleback College Enrollment Trends
Fall Semester, First Census

From 1991 to 1995, the College's enrollment declined by 11 percent, due, in large part, to the imposition of a $50 per unit charge to students with a Bachelor's degree or higher. When that financial charge was lifted in 1995, enrollment figures began to climb. It is projected that enrollments will exceed 28,000 students by Fall, 2010.
Beginning in Fall, 1974, the seventh year of Saddleback College's operation, women students achieved the status as the majority gender group. As evidenced in the above chart, women now comprise 61 percent of the total student population.

First-time students are new to Saddleback College. First time transfer students are new to the College, but have previously attended another institution of higher education. Returning transfer students left the College for another institution of higher education and then returned. Returning students previously attended the College, but not the past semester. Continuing students attended the College the previous semester, not including summer semesters.
The chart above shows a decrease in the continuing student category over in 1992 and 1993, reflecting the overall decline in enrollment during that period, followed by a steady (if small) increase. The other four categories show minimal change during that period.

![Graph showing enrollment trends by age and ethnicity](image)

**Figure 8**

From 1992 to 1997 all age groups decreased slightly, but are climbing steadily towards their 1991 levels, except for the "22 to 29" group which has steadily decreased. The "50 and over" group is primarily comprised of Emeritus Institute students taking non-credit courses.

![Graph showing enrollment trends by ethnicity](image)

**Figure 9**

Since Fall, 1991, the percentage of students that have indicated they are white has declined by ten percent while the number indicating one of the non-white ethnic categories has increased from 16 percent to 23 percent. The number of students that do not provide an ethnic code has increased from three to seven percent.

**26**

**General Information**
Over the period covered by the above chart, the number of students indicating they are non-white increased by 32 percent and the number of students indicating they are white decreased by 18 percent.

The number of non-white students at Saddleback College is increasing at a faster rate than the number of white students.

Part-time students are the majority group at Saddleback College. They are defined as credit students who enroll for less than 12 units per semester.

Part-time students comprise 71 percent of total credit enrollments. This group declined in enrollment from 1992 through 1995.
Over the nine year period covered in the preceding chart, Saddleback College conferred 7,550 Associate in Science or Associate in Arts degrees to students.

Over the six year period covered in the above chart, Saddleback College awarded 2,107 certificates to students.

Within the full-time faculty, 44 percent are female and 15 percent are ethnic minorities. Within the associate faculty, 54 percent are female and 11 percent are ethnic minorities. Within the classified staff, 62 percent are female and 21 percent are ethnic minorities. Within the administrators, 41 percent are female and 24 percent are ethnic minorities.
At Saddleback College, minority racial/ethnic categories comprise some 14 percent of the employees, while within the South Orange County Community College District, minority racial/ethnic categories comprise some 17 percent of the employees. District-wide, the population is composed of 24 percent minority racial/ethnic staff. Hispanic ethnicity is the largest minority within the District.
CERTIFICATION OF CONTINUED COMPLIANCE WITH THE ELIGIBILITY REQUIREMENTS

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The Committee agrees that Saddleback College continues to meet each of the twenty eligibility requirements for accreditation set by the Western Association of Schools and Colleges.

STATEMENT OF ASSURANCE

We hereby certify that Saddleback College continues to comply with the eligibility requirements for accreditation established by the Western Association for Schools and Colleges.

Richard McCullough
Acting President, Saddleback College

John S. Williams
President, Board of Trustees
South Orange County Community College District

May 18, 1998

Date

5/18/98

Date
RESPONSES TO THE RECOMMENDATIONS OF THE 1992 VISITING TEAM

During October 13, 14 and 15, 1992, Saddleback College was visited by an evaluation team assigned by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The visit resulted in a report and specific recommendations which were endorsed by the Accrediting Commission in January, 1993, along with the commission’s action to reaffirm the College’s full accreditation for the maximum five-year period.

The accreditation process was a positive and constructive experience for the College, from the self study to the team visit and action by the Accrediting Commission. The College has elected to keep the Accreditation Report in the forefront of its annual evaluation and planning activities. It is utilized by all divisions, governance organizations and the College President’s Council in assessing progress and in establishing annual goals and objectives. It is also a regular component of the College’s annual report to the Accrediting Commission. The status of Saddleback College’s responses to the recommendations contained in the 1992-1993 Accreditation Report follows.

Saddleback College’s Midterm Report was accepted by the Commission. However, due to insufficient progress toward two of the focused issues raised by the accrediting team, the Commission requested a follow-up report to be submitted by April, 1997, documenting additional progress and changes accomplished toward those two critical areas of concern.
COMMISSION FOCUSED ISSUES

While the Self Study points to considerable tension between the College and the District, particularly in relation to perceived inequities in the budget allocation model, the Team concluded that the situation is aggravated by poor communication about the allocation model, limited understanding on the part of college personnel on how the model works and inaccurate information on how the budget process has been and can be changed.

Both the College and District have undergone a critical period of transition in leadership during the three years since the Accrediting Team’s visit to Saddleback College. After a year’s search, the new President and Chancellor began their administrative roles in Spring, 1994. The new leadership has renewed positive relationships and dissolved some of the tension between the two colleges and the District.

Much attention and effort have been devoted to modifying the District budget allocation model. The District Budget Committee has worked on numerous changes to streamline the budget process, such as reducing the committee size and reaching recommendations by consensus rather than by majority vote. Although many adjustments to the budget allocation model have been made during the past three years to offset areas of inequity, the committee must comprehensively study the allocation model itself. The previous tension noted by the Accrediting Team is the result of frustration at the College that believes it operates under an inequitable model, rather than the limited understanding of how the model works. The Chancellor has made a commitment to re-examine the model by contracting with a consultant to review the existing District allocation model and budget process. The District Budget Committee will continue to provide leadership in the consultation process regarding the revision of the budget allocation model and budget process.

At the College level, continued in-service will be offered for faculty, staff, and administrators so that the College community is knowledgeable and understands the changes which occur within the District allocation model and the budget process.

FOLLOW-UP PROGRESS REPORT:

In Fall, 1995, through the leadership of the college presidents and the Academic Senate presidents, an ad-hoc committee composed of college administrators, faculty, and staff was formed to develop a different approach to the budget development process. After several months of meetings, in March, 1996, a new budget development process, bearing the full support of all College shared governance groups, was presented to the Board of Trustees, for approval. With the approval of the Board, the District and both colleges have successfully implemented the new process and it has been openly discussed throughout the College by the various shared governance groups, such as the Academic Senate, Classified Senate, Deans’ Cabinet, and President’s Council.

While both colleges continue to vie for resources to meet student needs, the level of discourse is now marked by openness and frankness. The divisiveness of prior years has been replaced by
an understanding of the budget development process and regular reports by College representatives serving on the District-level committee to College shared governance groups.

Both personal and written communication need to be improved between the District and the College at all levels. All Groups should strive to improve communication through better dissemination of factual information, use of formal and informal communication links, and more use of shared governance opportunities to strengthen communication with all constituencies.

The Academic Senate at each college recognizes the need for better communication between the colleges and with the District. Beginning in 1993-1994, the College Academic Senate scheduled two joint senate meetings each semester to accomplish the following:

1. Enhance communication among faculty throughout the District.
2. Develop greater knowledge and understanding of the issues specifically related to each individual institution.
3. Address the academic and professional issues identified under AB 1725 shared governance which have District-wide implications.

To further enhance the process of communication through shared governance, the joint Academic Senates were successful working with the colleges and District Trustees in developing and adopting a shared governance board policy. This policy, adopted by the Board during the 1994-1995 academic year, will help each college clarify and develop its own internal governance processes.

The District and the College communicate mainly through the Chancellor's executive cabinet. The President serves as the representative for the College. Written and personal communication have not been on a regular basis. However, during Spring 1995, the Chancellor frequently communicated to the College community to update the District's financial status after the Orange County bankruptcy.

The most recent personnel changes in District and College, effective July, 1995, may catapult a much improved understanding and communication between the College and the District. The District Director of Planning, Research and Development assumed a new role as Saddleback College Interim Vice President for Instruction, and Saddleback College Dean of Continuing Education has been reassigned to the District Office as the Associate Vice-Chancellor. Both the College and District expect this new leadership will enhance communication.

FOLLOW-UP PROGRESS REPORT:

Since the submission of the midterm report, the District and the College continue to be challenged to make significant improvement in both personal and written communication. It is recognized that major efforts must be undertaken to improve shared governance relationships between the two entities. To this end, the Board of Trustees plans to schedule a workshop on the
topic of shared governance. After the conclusion of the workshop, the College community will be surveyed to ascertain its perspective concerning the satisfactory nature of District and College communication.

Perhaps the most serious problem at the College involves diversity and equity. Overt examples of hostility toward specific underrepresented groups were evident during the Team's visit, and goals for improving staff diversity are not being met. While much is being done to improve the situation for underrepresented students and staff, including the appointment of a District Affirmative Action Officer and the proposed addition of a multicultural graduation requirement, more must be done to remove all doubt that the College and its personnel embrace and support diversity and equity for all persons.

The College has experienced significant student demographic shifts in the past five years. The institution is in the process of responding to these changes. The hate incidents on campus during recent years have sounded serious alarms for the College to examine all aspects of curriculum, program offerings, institutional climate, and staffing that would perpetuate cultural and/or racial conflicts. The College has completed evaluation of policies, procedures, and personnel practices that have contributed to the racial conflicts. This process has resulted in an extensive list of activities and programs targeting an inclusive climate of embracing diversity and equity on campus. A selected list of examples of activities and programs implemented during the last three years are as follows:

1. A consultant was contracted to provide a series of campus-wide dialogues called “Face to Face” following one of the most disturbing hate incidents in 1993. The sessions focused on the healing process, as well as planning agenda, for the College in dealing with the issue of racial harmony.

2. A Consulting Team was contracted in 1994 to assess the existing curriculum and program offerings relating to cultural diversity. The team made specific recommendations for developing a cross-cultural studies program.

3. The College adopted the cultural diversity graduation requirement in 1993. New courses, such as Ethnic Women's Issues, Ethnic Voices in Literature, and The Mexican American in Contemporary Society have been offered regularly, adding to an extensive list of existing courses satisfying the new requirement.

4. The Cross Cultural Studies program was established in Fall, 1994, with a 60 percent coordinator and part-time support staff. An active advisory committee with College-wide representation was instrumental in establishing budget, program focus, and curriculum development for the program. Several new courses were developed, such as Cross Cultural Studies 1 and 2 and Asian American Culture in the United States. Saddleback College now offers an associate degree in Cross Cultural Studies. The program has enjoyed widespread support, especially from the Associated Student government.
5. The College has renewed its pledge to support diversity in the appointment of a College Staff Diversity Officer, who oversees all College hiring committees to assure compliance with affirmative action guidelines.

6. The College co-sponsored the community-based conference “Building Bridges to the 21st Century Celebrating Diversity” in June, 1995, focusing on multiple aspects of race, gender, and religious diversity. Faculty, staff, and students actively participated in the conference.

7. The College established the Student Equity Committee chaired by the College Staff Diversity Officer to address the process of developing a long-term plan relating to diversity and the implementation of the College Equity Plan.

8. Disability Awareness Day has become a regular event on campus since 1993, helping students gain understanding of the world of disabled persons.

9. The Associated Student Government sponsored and participated in numerous events which promoted a more inclusive campus climate. A few examples follow: The first International Fair, the two-week Multicultural Experience, and the Native American Pow-Wow.

10. Faculty Development programs, with a focus on embracing diversity, have been increased since 1992. A few examples follow: Rainbow Voices - multicultural experiences in diverse voices, Humanities Hour - Guest Speakers with prominent writers such as Rudolfo Anaya, and the workshop on Women Voices across Cultures.

11. The Academic Senate, in an effort to keep the issue of cultural diversity in the forefront of our institutional dialogue, developed and adopted a resolution as a statement of philosophy against prejudice and racism in Fall, 1994. Resolution 26 was presented to the President’s Council and the Board of Trustees. The Senate funded the framing and replacement of more than twenty-five large copies of the resolution and is currently working with all divisions to display this resolution throughout the entire campus.

12. A District Director of Affirmative Action Programs was hired in 1991. The Office of Affirmative Action institutionalized a comprehensive program of regular training sessions with topics such as affirmative action programs and policies, sexual harassment identification and prevention, Americans with Disability Act, updates on legislation and guidelines, and search committee orientations. Sexual Harassment training is provided to students. Progress was made toward diversity hiring. The total ethnic minority hiring rate has increased from 32.8 percent for 1992-1993 to 43.75 percent for 1993-1994.

13. The Orange County Human Relations Commission was contracted to conduct an in-depth assessment of institutional climate in 1993. The College has begun to implement some of the recommendations. A Human Relations Council for the College was formed in 1994 to channel community energy and learning opportunity, and as a crucible for exploring and addressing communication issues, cultural misperception and insensitivity, and better understanding. The council includes a wide range of community members.
14. A Gay and Lesbian Committee was formed in 1993 to provide a forum for addressing issues with regard to sexual orientation.

15. NEH funding was secured for an Institute entitled “Latin American Literatures and Cultures: Self and Society” for 25 faculty participants in 1995 and another very successful two-year NEH-funded Faculty Development project called “Building Bridges: A Study of the Literatures of China, Japan and Latin America” involving 26 faculty members across the disciplines in 1992.

FOLLOW-UP PROGRESS REPORT:

Since the submission of the midterm report, there have been no reports of hate incidents on campus. The President of the College has provided leadership by repeatedly affirming his expectation that all faculty, staff, and students openly support diversity and equity for all persons. The College has committed to conducting an annual survey of the entire College community for purposes of ascertaining the level of acceptance for diverse persons. Results from the first survey will be available April, 1997, and they will be closely reviewed. Should there be findings that show a lack of support for diversity and equity for all persons, an action plan will be developed and implemented to address this finding.

STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

Conduct and respond to the results of an assessment of the institutional climate as it relates to general student satisfaction and the perception of the environment for students from underrepresented and diverse groups.

During the Spring and Fall, 1993, numerous hearings seeking and receiving student input to the College were conducted. The Vice President for Instruction, along with the Dean of Student Development, facilitated discussion groups, lecture presentations and student workshops to give both form and content to the hostility exhibited and felt by some underrepresented groups on campus. Consultants from the University of California, Irvine as well as other community colleges, were retained in order to better understand specific issues and lay the groundwork for implementing programs and curriculum designed to ameliorate and mitigate former and existing problems. During 1994, the Orange County Human Relations Commission was contracted to conduct assessment studies on institutional climate. A Final report was submitted with specific recommendations. As many of the examples stated
In the response to the Accrediting Team Focused Issue #3, the College has taken extensive action to address the issue. It will be an on-going endeavor for the College community to create a campus climate that is conducive to unity in diversity.

Develop and implement an institution-wide initiative to demonstrate that college personnel embrace and support equity and diversity, both in spirit and in deed, and that members of the College and District family share the desire to eliminate racial and other diversity conflicts.

Saddleback College has undergone an extensive evaluation of policies, procedures, and personnel practices that have contributed to the hate incidents toward under-represented and minority groups. Commencing in 1993, the College administration, with the assistance of the Academic Senate, Associate Student Government, and numerous unaffiliated individuals, has undertaken College-wide hearings, discussion groups, workshops, and sensitivity training sessions. Although the process is by no means over, there have resulted some very positive outcomes from the effort. In Fall, 1994, Saddleback College institutionalized a Cross Cultural Studies program. With a dedicated coordinator and permanent assignment of space, the Cross Cultural Studies program has done an exhaustive study of both curricular and extra-curricular activities at the College. Saddleback College now offers an associate degree in Cross Cultural Studies.

In addition, the College has renewed its pledge to support diversity by the appointment of a College Staff Diversity Officer who coordinates with the District Affirmative Action Office to assure compliance with affirmative action guidelines and other training activities. Under the direction of the College Staff Diversity Officer, faculty, staff, and students are encouraged to attend conferences focusing on issues of affirmative action.

Along with serious attention being paid to curriculum and staffing, numerous student-based activities have been organized which focus on issues of race, gender, diversity, and equity. One of the campus-wide initiatives is the establishment of the Saddleback College Student Equity Committee. With representation across the campus, this group was first formed in 1993 to develop and implement the student equity plan.

The Academic Senate worked closely with the Office of Instruction and students in developing a proposal and areas to use existing curriculum for ethnic and cross-cultural course offerings. An outside consulting team was hired to accomplish this task and to make recommendations regarding the implementation of a cross-cultural program. The program was established in 1993 with faculty, classified, and fiscal support. Goals and objectives have been developed along with specific cross-cultural courses.

The Academic Senate is to be commended for taking leadership in the development of a public position statement of philosophy against prejudice and racism. The resolution was adopted in 1994 and was presented to the President's Council and Board of Trustees. The Senate funded the framing and placement of more than twenty-five large copies of the resolution and is currently working with all divisions to display this resolution throughout the entire campus.
At the District level, there is also a new initiative under the coordination of the District Director of Affirmative Action to collaborate on a unified effort toward diversity issues. For example, working closely with Irvine Valley College and the District, Saddleback College sponsored a very successful conference, "Building Bridges to the 21st Century Celebrating Diversity," in June, 1995. Saddleback College also actively participated in the District-wide study with the Orange County Human Relations Commission with faculty, staff, students, and community members, focusing on issues of hate and the mitigation of potential hate crime.

To lessen conflict, decrease the waste of resources and better serve the community and students, the College should join with Irvine Valley College in urging the District Office to expand and support efforts to provide more coordination in areas that will improve the quality and cost-effectiveness of the District's overall programs and services.

Although no formal committee structure has been established between Saddleback College, Irvine Valley College and the District to "lessen conflict and decrease the waste of resources," Irvine Valley College and Saddleback College increased communications under new leadership of two new college Presidents, District Chancellor, Academic Senate Presidents, and Classified Leadership. For example, both colleges and the District cooperated in the new telephone registration system, held joint Senate meetings, and jointly investigated prerequisite enforcement and equipment needs. Currently, both colleges and the District are engaged in discussions on possibilities of combining specific programs to be more cost effective. In addition, both colleges and the District internally reorganized leadership roles. It is anticipated that with this new shifting of leadership, multiple steps will be taken to formalize protocols for District-wide cooperation in decision-making.

Coordinate the planning and budget allocation systems to insure that planning and College priorities have a direct influence on resource allocation.

The budget allocation model within the District still remains an issue. Although Saddleback College has been successful in persuading the District Budget Committee of some inequities with the model, there still remain disagreements as to how the two colleges should receive compensation, absorb cost of living adjustments from bargained agreements, and so on. The District Chancellor has been authorized to contract for a consultant to review the existing District allocation model for 1995-1996.

As an institution which depends for its resources on the local tax base, the College finds it difficult to plan for a projection of external resource allocation. Historically, the College has operated under an expenditure-based model. In 1995-1996, the College expended approximately 90 percent of its allocation on resources for personnel. The College Budget Committee will investigate alternative allocation models for the remaining discretionary funds in order to capitalize on existing limited resources for maximum planning priorities. The budget allocation process, driven by the College's Master Plan, will match with priorities for facilities and educational program needs.
STANDARD TWO: EDUCATIONAL PROGRAMS

Make fundamental revisions to the program review methodology to increase its objectivity and provide a more rigorous and credible foundation for the assessment of quality and effectiveness in program offerings.

The College has instituted a Master Planning Steering Committee to address College-wide issues. One of the subcommittees, Balance of Programs and Education Plan, will define the existing balance of instructional programs as related to transfer and general education, occupational education, remedial (pre-college)/developmental education, and life-long learning/non-credit education. The subcommittee will study the existing programs offered by the College and recommend a three-year educational plan to the governance units of the College. The timeline for the completion of the report in Spring, 1996.

Another subcommittee is the Program Review Committee. It has the specific function of designing a data structure that will show the ranking of each of the institutional programs related to multiple criteria, evaluating the programs against the College philosophy, and making recommendations to the College governance groups.

Both of these subcommittees have submitted preliminary reports to the Steering Committee during Spring, 1995 with a target date for completion sometime during Spring, 1996. The Board of Trustees will eventually review all of the findings and authorize implementation upon its approval. The full report should be complete and be included in the next accreditation self study report.

Engage in an active, comprehensive evaluation of the effectiveness of instruction that includes student evaluations in all programs and surveys of employer satisfaction with the performance of students from occupational programs.

The Saddleback Community College District Academic Employee Master Agreement currently does not require that student evaluations become a part of any faculty evaluation procedure (Article XII: Faculty Evaluation Procedures, Section 1-D). However, student evaluations are routinely completed in classes taught by associate faculty and are reviewed by the home division administration. The results of the evaluation are also made available to the associate faculty member.

Other faculty and program evaluations are conducted individually by faculty or by departments. For example, monitoring student satisfaction with respect to the quality of instruction, provided by the more than 90 associate faculty in the Emeritus Institute is an important evaluation process.
Emeritus students participate in such formal evaluations each semester. Additionally, the Counseling and Special Services division routinely evaluates student ratings of Counseling Services and Orientation/Advisement sessions in terms of satisfaction, usefulness, and quality. Changes for improvement are made accordingly.

All academic employees are evaluated on a regular basis as described in the District Academic Employee Master Agreement. The evaluation procedures are thorough.

_Include more evidence in the curriculum of sensitivity to an acknowledgment of student diversity._

Starting with the 1994-1995 academic year, the interdisciplinary Cross Cultural Studies program began at Saddleback College with the opportunity to achieve an associate degree with a specialty in Cross Cultural Studies. The program is currently pending state approval. The focus of the program is on the history, literature, and cultures of African Americans, Asian Americans, Chicano/Latinos, and Native Americans. There are forty-three courses listed in the 1995-1996 Saddleback College Catalog that offer students the selections for the 21 units needed to complete an associate degree in Cross Cultural Studies.

Since 1992, the area of cultural diversity has been added to the graduation requirement which mandates that all associate degree candidates must have one course that fulfills the Cultural Diversity requirement. Each division has reviewed its course offerings toward the fulfillment of the cultural diversity requirement. New courses have been developed such as Sociology 6 (Asian Americans in the United States), Sociology 18 (Ethnic Women Issues), and Psychology 16 (Psychology of Prejudice). Sensitivity has also been heightened to include topics related to diversity in existing curriculum and programs.

**STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT**

_Develop and implement a comprehensive computerized student management system that supports the efficient delivery of student services and produces accurate data to assist with student services and college long-range planning._

During the last three years, Student Services has worked with the District Information Resources office mainly on the Telephone Registration system. Although a comprehensive computerized student management system has not yet been developed or implemented due to lack of available funds, service delivery in several student services areas has been enhanced. Some examples
follow: adding EOPS student data files to the VAX system, computer networking for counselors to assess student information, computerized scheduling of counseling appointments, partial component tracking for matriculation services, automated placement with multiple measures, automated registration block, and automated matriculation status update.

Beginning Fall, 1995, a scantron-based tracking system will be instituted. The Dean of Counseling and Special Programs and the Dean of Admissions and Records plan to resubmit a Title III grant in 1997. With telephone registration now expanded and functioning, Student Services will begin to work with the Information Resource office during the coming years toward the development and implementation of a comprehensive student management system.

**Identify and provide the amount of administrative leadership required by the EOP&S and DSP&S programs to offer adequate support for those students with most need.**

Both EOPS and DSPS staff, with the participation of generalist counselors, served on committees in addressing issues on the leadership structure required for adequate administrative support. Beginning in 1991, EOPS had a 50 percent coordinator filled by generalist counselor reassigned time. DSPS has also hired a permanent 50 percent coordinator. Since 1992, the College has committed to support additional coordinator time during summer as mandated by state guidelines. Both programs express needs of additional administrative support. During 1995-1996, an interim plan is being implemented to provide additional administrative time for both DSPS and EOPS programs. The Matriculation office has been released from the responsibility of the Dean of Counseling and Special Services, thus allowing more time to provide additional administrative support to EOPS and DSPS programs. Matriculation has been reorganized under the Student Development division. The College will review the effectiveness of this plan during the coming year and propose changes accordingly. The Vice President of Student Services will consult with the affected Student Services areas to determine a permanent plan.

**Develop and implement a comprehensive student service program review and plan.**

No formalized effort exists in the development and implementation of a comprehensive student service program review and plan. The Student Services Committee, chaired by the Vice President of Student Services, plans to develop a framework for student services program review beginning in Fall, 1995.
STANDARD FOUR: FACULTY AND STAFF

Review and strengthen current staff evaluation policies and practices to align them more closely with current state-approved practices and make them more job-specific and goal directed.

Evaluations of classified staff have been conducted in the manner prescribed by the collective bargaining agreement. The evaluation form is provided to a supervisor who completes the form and passes it on to the dean of the division or other appropriate administrative personnel. Once returned, the employee is shown the evaluation by the supervisor and comments and questions are dealt with at that time. The evaluation sheet is not job-specific although goals can be brought forth and achieved during the next evaluation period. The Classified Senate will work with CSEA to improve the evaluation policy and procedures.

Review and strengthen hiring policies to focus on the goal of greater ethnic diversity among staff.

Hiring policies at the College have stressed greater ethnic diversity among the staff. Staff members are trained (voluntarily) in these issues and serve on all hiring committees to insure that mandated guidelines are followed. Since the Affirmative Action Program was not institutionalized until 1991, there still exists the perception of affirmative action as an obstacle in the process for hiring the best qualified candidate, rather than a means to achieving equity. Further training is needed to help the College community understand the hiring process under the state Affirmative Action guidelines. The District Affirmative Action Officer has played a major role in assisting all areas of the College with ongoing training of participants in all areas of Affirmative Actions issues (i.e., sexual harassment and racism).

Since associate faculty provide the largest pool of potential full-time faculty, bring the policies and procedures for hiring associate faculty more in line with those used for employing full-time faculty.

The full-time faculty selection procedure was carefully reviewed and revisions completed in 1994-1995. A representative committee to revise the associate faculty selection procedure will be formed during the 1995-1996 year.

Given the frequently expressed need in the Self Study for additional classified support staff and the limited financial resources to satisfy this perceived need, undertake a comprehensive review of the current assignment and potential for reassignment of human resources on the campus.

The Master Planning Group has a committee dedicated to the issue of staffing. This committee has been charged with creating a five-year plan for the staffing of the College. Different areas of the College are being reviewed to equalize staff needs. After the study is complete, financial and contractual issues must be addressed to fulfill any changes recommended.
Review the current staff development program to ensure that it addresses the needs of all staff for renewal, updating skills and upgrading programs.

Classified staff actively participate on the Staff Development Advisory Committee along with representatives from faculty and administration. The advisory committee makes global decisions that affect all groups represented. Moreover, the staff development program is reviewed extensively every year by the Classified Senate Executive Council. The staff is surveyed to ascertain strengths and weaknesses of current staff development methods and offerings. With the addition of the Innovation and Technology Center at Saddleback College in Fall, 1994, a central location is now available for staff members to receive up-to-date training to upgrade as well as learn new computer skills. New methods of communication are explored using newly developed technology. The staff development program is carried out aggressively to bring more opportunity to a greater number of staff members. As a result, the number of participants in various staff development activities reached the highest level of participation during the past year.

STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

Establish a centralized process to avoid duplication of costly media hardware and software, including those attached to discipline areas, and to ensure that purchased systems are compatible.

Learning Resources has been attentive to the need to maximize available resources and avoid costly duplication of equipment and services. Standardization of equipment specification standards have been established. In 1993-1994, Learning Resources was allocated separate money to purchase equipment for the campus. In 1994-1995 two committees were established to set criteria and determine priorities for the purchase of both replacement and new equipment. In the coming year, equipment centralization will be addressed again by Deans and area managers.
STANDARD SIX: PHYSICAL RESOURCES

Address the potential impact of additional facilities on future staffing needs for maintenance and support operations.

To address the potential impact of additional facilities on future staffing needs for maintenance and support operations, a major restructuring of these functions on a District-wide basis was accomplished. The restructuring of these functions was accomplished by decentralizing the maintenance functions from the District offices and reassigning all maintenance functions to the College level. Each college is now responsible for all maintenance, operations and support services.

To address the specific needs of Saddleback College, the Maintenance, Operations, and Support Services Department was recently reorganized to increase organizational flexibility and accountability. One additional supervisor was added to the organization to easily accommodate any potential increase in staffing. All supervisors now have clear areas of responsibility and accountability for themselves and the staff that reports to them.

Establish a long-range plan for equipment replacement.

During 1994-1995, the Equipment Replacement Committee, with members from representatives of the President's Council, was formed to determine criteria for distributing $300,000 for equipment, with requests that totaled over $1 million. The committee allocated funds based on the number of students affected, direct benefit to students, and whether the division or office had received significant funds in the past. A point system with set cutoffs was implemented in ranking all the requests. The Technology Committee also met with the Equipment Replacement Committee to combine lists of equipment. Although the outcome was not satisfying to everyone, a system for determining allocation priority for equipment has been initiated. The committee will use the same system for 1995-1996 and will continue to refine the process for clearer and more objective guidelines.

Communicate information on the status of the facilities master plan and the process for implementation to all levels of the campus community.

To facilitate the sharing of the facilities planning process with the entire College community, the Facilities Subcommittee of the Master Planning Committee was established. The Facilities Subcommittee is chaired by the Director of the Maintenance, Operations and Support Services Department and is represented by all College constituencies. The committee is instrumental in the establishment of facilities and maintenance priorities.
Work with the District's other college, the Chancellor and the Board to develop long-range District plans that result in budget guidelines and considerations that appropriately reflect the varied program expenditure demands between the two colleges.

The College has continued to develop non-deficit funded budgets and has always operated within resource allocation limits. Furthermore, the College has not ended the year in a deficit situation.

The make-up of the District Budget Committee was revised in the 1994-1995 year with recommendations made for the 1995-1996 budget development process. The committee was reduced in size and the recommendations were reached by consensus, rather than by majority vote. However, the committee could not come to consensus on the final budget allocation and it was referred to the Chancellor. The current FTES (Full Time Equivalent Student) driven District budget model has been studied thoroughly and is fully understood by Saddleback College representatives who actively engage in the discussion regarding budget process and the allocation model. The model is still not perceived to adequately recognize the differences between Saddleback College and Irvine Valley College. The revenue based model primarily takes into account FTES, not other revenue based items such as COLA, hold harmless provisions, and growth caps.

The Chancellor has taken action this year to address the budget allocation model by contracting with a consultant to review the model. The College expects the District to provide more direction and coordination in the budget discussion process.

Attempt to increase harmony between the District and college budget allocation processes by examining the difference in the models and the basis for the perceived inequities.

The District Budget Committee was reconfigured for 1994-1995 to include only key personnel from each of the college's respective governance groups. The change has increased the committee's efficiency by reaching recommendations by consensus and allowing leadership of governance groups to access more detailed information regarding the budget model. Ultimately, however, consensus for a final budget recommendation was not possible because of the inequities in allocations between the two colleges.

The District budget development process remains well-documented and is fully understood by the College personnel working on the District Budget Committee. The fundamental problem remains that the College does not agree with the revenue based formula, particularly since the two colleges are very different. As a new and growing institution, the sister college has been designed around a revenue based model that does not cap growth, does not fund COLA, and does not have a hold harmless clause for revenue declines. On the other hand, Saddleback College is a large and well established institution, not operating under the revenue based model, not easily adaptable and not wishing to change just to meet the revenue requirements of the model. The College has been placed in a difficult disposition to operate since the adoption of the new

46 GENERAL INFORMATION
revenue based model in 1986-1987. In addition, the College’s allocation continues to be expenditure based, with 90 percent of resources committed to personnel for 1995-1996. The allocation model remains to be a critical factor in the gap between the colleges and the District.

It is necessary for the District to provide more leadership and coordination to facilitate the process for reviewing and revising the budget allocation model. Since the Chancellor has authorized the contracting of a consultant to study the allocation model as a neutral party, it is anticipated that alternative approaches to budget allocation can be adapted to provide equity for both colleges.

Work with the Vice Chancellor for Financial Services and the Institutional Research Director to examine the long-range projections and budget implications of the local tax base that is currently providing additional resources to the District.

The College embarked on a master planning process during the 1994-1995 fiscal year. The District is starting a District master planning effort in the 1995-1996 fiscal year. The College intends that once the planning is complete, the budget allocation process will follow the College goals. The District and College budget allocation processes have been examined on an ongoing basis by the College Budget Committee, as well as by all shared governance groups. They would have to change its identity and philosophy to be able to compete for resources on an FTES basis with its sister college.

The College has worked with the Vice Chancellor of Fiscal Services to determine the long-range projections and budget implications of the local tax base. This is a difficult projection to make and previous County projections have been inaccurate. Additionally, from a College perspective, to project budget situations more than twelve to eighteen months in advance is difficult, due to the volatility of both income and expenditures. In the last two years, income and expenditures have been influenced by unknown factors such as specialized property tax income (Teeter funds), changes in the core property tax base, collective bargaining agreements, and retirement incentives, for which the College has no responsibility or input. The College needs to sharpen futuring and plan more strategically.

Whenever funding permits, consideration should be given to locating the District Office away from the College. In the interim, the possibility should be explored of renaming the District to avoid confusion with the College.
The District Chancellor has investigated alternative locations for the District Office. Although the relocation plan can provide optimum system-wide advantage operationally, the cost of the additional facility is a major concern. With the recent Orange County bankruptcy, the plan has been temporarily put on hold for future consideration.

**The Board of Trustees should define and implement a formal system of Board self-evaluation.**

As of this date the Board has not yet completed a form for self-assessment, however, this year the board has scheduled two retreats with the Chancellor and other selected staff members along with a facilitator, who is not part of the District staff, to develop boardmanship and to assist in the interrelationships among the Board. The Board has two meetings scheduled to further develop the skills required for the smooth operation of Board meetings. It is the intention of the Board in the 1995-1996 school year that an instrument for self-assessment be the outcome of these retreats.

**The Chancellor should continue to seek and create new opportunities to open and strengthen dialogue with College constituent groups.**

The Chancellor meets regularly with the College President in his weekly cabinet meetings. Although both Academic and Classified Senates are included in the Board Docket Meetings, there is a growing concern that the absence of representation from both academic and support staff in cabinet discussions reduces opportunities for open and direct dialogue with College constituent groups.

**The District needs to assume more leadership in coordinating the efforts of its colleges, especially in those areas that significantly impact its students and residents of the District.**

The new Chancellor and the two new college Presidents have initiated leadership in coordinating both colleges. Discussions around future partnership on selected programs have been welcomed.
STANDARD ONE
INSTITUTIONAL MISSION

Carl Christensen  Faculty (Chair)
Marly Bergerud  Administration
Don Busché  Administration
Mike Merrifield  Faculty

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based education purposes it seeks to achieve.

DESCRIPTION

Saddleback College adheres to the mission of the South Orange Community College District (SOCCCD), as adopted by the Board of Trustees and published in the 1997-1998 Saddleback College Catalog (Ref. 1.1). The goals of Saddleback College, which are stated in the Catalog, are derived from the District mission statement. Underlying the mission of the District and goals of the College is a commitment to provide a comprehensive post-secondary education and a full range of student services. These objectives are achieved through the College’s general education curriculum, associate degree programs, occupational-vocational education certificate programs, provision of remedial instruction, English as a Second Language instruction, lower division transfer education, student educational support services, the Emeritus Institute, and Community Education offerings.

The College goals undergo an annual review by the Saddleback College Strategic Plan Steering Committee. In Fall, 1994, the Strategic Plan Steering Committee was charged with the responsibil-
ity for reviewing the District mission and College goals with input from all governance units. This review resulted in a reaffirmation (Ref. 1.2) of the College's commitment to the mission of the District and the goals of Saddleback College as published in the College Catalog.

APPRAISAL

The College goals should be reviewed and revised annually to reflect changes in the District mission, philosophy, and function statements. The Saddleback College goals clearly define the Emeritus Institute as a College program. In July, 1997, the Board of Trustees unilaterally took action to place this instructional program under the administrative aegis of the District. This placed a College function (the Emeritus Program) under the direction of the Board of Trustees, in contradiction to stated College goals. There are concerns that because the Emeritus Institute is no longer part of the College, the College will not be in compliance with Western Association of Schools and Colleges (WASC) terms and conditions.

During the annual review of the College's Strategic Plan, the Steering Committee should review the mission statement in light of any new legislation affecting the mission. This will ensure that the College acknowledges its role in providing training and job development to meet local community needs.

The College must recommend changes to the District's mission statement so that the District's and College's newly-mandated responsibilities for economic development and work force preparation (Ref. 1.3) are clearly defined.

PLANNING AGENDA

a. The College will work to broaden awareness of its goals by publishing them on the College Web page and in the Governance Manual.

b. The College will encourage the Board of Trustees to return administrative control of the Emeritus program to the College.

c. The Strategic Plan Steering Committee will evaluate the College philosophy and goals on a regular basis, revise it as necessary and make recommendations to the District.

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.
The goals of Saddleback College emphasize providing open access to a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College.

The Strategic Planning process defines the students being served at Saddleback College and the students the institution intends to serve as those in need of lower division higher education, occupational education, remedial and developmental instruction, community education, and lifelong learning. The College administration makes planning decisions in consultation with all governance units of the College.

The College works with the local high schools to encourage students to pursue post-secondary education. Funds from various grant sources such as the Phillip Morris Company (Early Start Project), Vocational and Applied Technology Education Act, and Tech Prep (State Chancellor's Office school-to-work program), have provided opportunities for these students to enroll in Saddleback College. Advisory boards for each of the College's vocational programs assist in identifying the students the institution intends to serve.

The District Resource Allocation Model provides resources based on student participation in previous years, however, it does not allocate resources based on programmatic need.

Appraisal

There is no coordinated College-wide plan or program for institutional research, and the College relies on anecdotal student data, advisory board data, and on data gathered and produced by the District, which has been operating without an institutional researcher since 1995. With the emergence of new technology, District research is more dispersed. Access to the Internet has provided links to data which were previously very difficult to obtain.

The College goals should reflect the changing student population, based on appropriate demographic studies of current students, future students to be served, the economic development plans of surrounding businesses, varying community needs, and state and federal initiatives and legislation related to economic development and welfare reform.

Planning Agenda

a. The 1998 Accreditation Self Study report will be sent to the Saddleback College Strategic Plan Steering Committee, which is responsible for reviewing all College plans for consistency with the Strategic Plan. Planning Agenda items will be incorporated into future strategic plans.
3. **Institutional planning and decision making are guided by the mission statement.**

**DESCRIPTION**

In February, 1996, the Strategic Plan Steering Committee affirmed the College's commitment to the mission and the philosophy of the District for a three-year period ending in 1999. The Committee established six Planning Tasks and Topic Subcommittees (Philosophy, Institutional Staffing, Organizational Structure, Balance of Programs and Educational Plan, Program Review, and Institutional Survey), aligned with the newly-revised WASC accreditation standards. The President's Council later added a seventh subcommittee, Facilities and Physical Plant.

**APPRAISAL**

The link between the Strategic Plan and the College goals guides decision-making at the College. To better facilitate this process, in 1996 the Planning Tasks and Topics Subcommittees were aligned with WASC accreditation standards.

One question from the Institutional Effectiveness Survey (Ref. 1.4) specifically linked the mission statement to institutional planning: ("Institutional planning and decision making are guided by the mission statement"). Of the 175 people responding to the survey, a little over one-third agreed with this statement. Almost two-thirds disagreed or indicated they did not have enough knowledge to express an opinion, which makes a strong case for more widely publicized information about the planning process. Planning must become part of the institutional culture. There needs to be College-wide clarification of how the recommendations of the Strategic Plan Steering Committee are seriously considered in the College decision-making and planning processes.

A critical assumption of the Strategic Plan Steering Committee Report was that the process of reorganization should be long-term and collegial with College-wide input from all governance units. During the summer of 1997, the Board of Trustees significantly rearranged the College's organizational and administrative structure, and moved the administration of the Emeritus Program to the District offices. This action was taken unilaterally by the Board of Trustees without any input from shared governance units (Ref. 1.5).

The recommendations of the Strategic Plan Steering Committee help to shape decision making at the College level. Sincere and concerted efforts by the College to communicate with the District have met with limited success. Communication between the College and the District must be improved.

**PLANNING AGENDA**

a. *The College will pursue strategies to improve communication with the District.*
4. The institution evaluates and revises its mission statement on a regular basis.

**DESCRIPTION**

Historically, the Board of Trustees reaffirms its commitment to the mission of the SOCCCD at its annual Board Organizational Meeting in December. The Board is working on developing a process for ongoing review of its goals. They met most recently in November 1997 to review Board goals and objectives. The College reviews its philosophy and goals statements annually at the first Strategic Plan Steering Committee meeting of the academic year.

**APPRAISAL**

With the implementation of the 1996-1999 Strategic Plan recommendations, the College has established a process by which it regularly reviews its philosophy and goals, and links them closely to institutional planning. Annual revision is essential, especially in light of recently approved legislation which now mandates an economic development program for the California Community Colleges (Ref. 1.3). The Saddleback College goals statement has not yet been revised to include this function.

**PLANNING AGENDA**

a. The College will revise its goals to include the new mission of the California Community Colleges' economic development program.

**DOCUMENTS**

1.1 Saddleback College 1997-98 Catalog
1.2 Recommendations of Strategic Plan Steering Committee
1.3 Copy of California Community College's Mission, Education Code Section 6
1.4 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 3
1.5 SOCCCD Board of Trustees meeting minutes of July 16, 1997
STANDARD TWO

INSTITUTIONAL INTEGRITY

Susan Gordon  Classified Leadership (Chair)
Pat Heuneman  Classified
Bill Holston  Faculty
Patrick Reddick  Student
Bill Riley  Faculty
Dan Rivas  Administration

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, students financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.
Saddleback College publishes a variety of documents including the College Catalog (Ref. 2.1), the Schedule of Classes (Ref. 2.2), the Student Handbook (Ref. 2.3), the Board Policy Manual (Ref. 2.4), the Administrative Regulations (Ref. 2.5), the Administrative Manual (Ref. 2.6), and the Associate Faculty Handbook (Ref. 2.7). These documents establish standards, policies and procedures regarding educational purposes, curricular offerings, degree requirements, student fees, financial aid, refund policies, and codes of conduct for faculty, staff, administrators and students. The Catalog and the Student Handbook are revised yearly. The Schedule of Classes is published each semester. Both the Catalog and the Schedule of Classes are available on-line through the College's Web page (http://www.saddleback.cc.ca.us) and may be viewed in a large print format for visually impaired students (in the Special Services office). The Catalog and Schedule of Classes have received numerous awards from the National Council of Marketing and Public Relations and the Community College Public Relations Organization since 1991.

The College's Web page includes the following categories and links: the Catalog, Schedule of Classes and Community Education Brochure (Ref. 2.8), Campus Events, Governance Groups, Students Services, and Instructional Programs. In addition, the South Orange County Community College District links to the College Web page with Employment Opportunities, a Reference Desk, Library Services, and the Almanac.

APPRAISAL

The Office of Instruction oversees the processes which ensure accuracy, precision, and currency of information in all College publications, e.g., the Schedule of Classes and the College Catalog.

The College clearly outlines its educational curriculum, academic policies, and enrollment procedures in a variety of sources, including the College Catalog and the Schedule of Classes. In addition, policies and curriculum are readily available in the Student Handbook and on the Saddleback College Web page.

PLANNING AGENDA

a. The office of Admissions and Records will update Web page information concerning its calendar for submitting applications for admission.

b. The Counseling Services and Special Programs Web page will include directions for scheduling a counseling appointment.
2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

DESCRIPTION

Currently there is no Board policy on academic freedom, although there has been discussion in the Academic Senate of the need for such a policy, particularly in view of the directives from California Education Code Title V 51023(a) (Ref. 2.9), which require the governing board of a community college district to adopt an academic freedom policy statement. An academic freedom policy was drafted and approved by the Academic Senate at Irvine Valley College in 1995. The Saddleback College Academic Senate drafted and approved its academic freedom policy in Spring, 1998, (Ref. 2.10) with the goal of arriving at a joint Academic Freedom Policy to be submitted to the Board of Trustees for approval.

APPRAISAL

Seventy-nine percent of the administration and staff who responded to the Institutional Effectiveness Survey (IES) feel that they work in an atmosphere of academic freedom. (Ref. 2.11). Over 70 percent of the faculty at Saddleback College agree that faculty members have a good understanding of their rights and responsibilities under academic freedom. (Ref. 2.12). The Academic Senate has formed a committee which began work on an academic freedom policy statement in Fall, 1997.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTION

Through instruction, faculty present ideas, both pro and con, which stimulate and encourage critical thinking by their students. The College encourages a balanced perspective of multifaceted issues, beliefs and world views, as evidenced by the curriculum and extra-curricular activities made available to students, faculty and staff. Examples of these widely publicized events and activities are: Abilities Awareness Days, Asian/Pacific Islander Awareness, Black History Month, European Ethnicity Awareness, the Humanities Hour, Latino Heritage Awareness, Lesbian/Bisexual/Gay Awareness, Native American Awareness, Sexually Transmitted Disease Awareness, student and faculty art exhibitions, theater productions, and exchange programs with foreign...
countries. The Associated Student Government makes funds available to all divisions on campus for guest speakers and other activities that benefit the entire College community. The College radio station, KSBR, and the campus newspaper, the Lariat, are other vehicles through which information is disseminated to the College community.

**APPRAISAL**

The belief that the College offers a balanced perspective is supported by nearly 80 percent of the College community responding to the IES. (Ref. 2.13). The Academic Senate Ethics Committee is responsible for addressing any matters concerning instruction of controversial material. The Senate convenes this standing committee on an as-needed basis.

**DESCRIPTION**

The College, as a public institution, provides a broad-based, comprehensive community college educational program to its constituency. Codes of conduct are spelled out for students in the Student Handbook, the College Catalog and in Board Policy (BP 5401). Other Board Policies (4000.3, 4000.5, 4016, 4054 and 4309) address matters regarding the prohibition of workplace violence, discrimination and harassment, a drug-free workplace, employee political activities and the duties and responsibilities of the faculty. All employees of the South Orange County Community College District (SOCCCD) are subject to the tenets of the California Education Code. Other conduct-related issues are relegated to the collective bargaining contract.

**APPRAISAL**

An administrator's and classified leadership handbook guides a wide range of appropriate behavior. Handbooks need to be developed for the full-time faculty as well as for classified employees.

**PLANNING AGENDA**

a. Both the Academic and Classified Senates will be encouraged to develop handbooks for their respective employee groups.
5. **The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.**

**DESCRIPTION**

In April, 1998, the Academic Senate adopted the American Association of University Professors ethics statement (Ref. 2.14). The Academic Senate unanimously passed both an "Academic Honor Code and Dishonesty Policy" (Ref. 2.15) and a separate "Recommended Range of Sanctions and Disciplinary Actions" in 1997 (Ref. 2.16). These documents were subsequently approved by the President's Council. They define what constitutes dishonesty and outline actions which may result from violations of the code.

**APPRAISAL**

In April, 1997, the President's Council adopted both documents. The policies and sanction procedures are in place for the 1997-1998 academic year, and will be published in the Administrative Regulations, the Student Handbook, the College Catalog, and the Schedule of Classes. The Associate Faculty Handbook needs to be updated to include the Academic Honor Code and Dishonesty Policy, as well as the Recommended Range of Sanctions and Disciplinary Actions.

**PLANNING AGENDA**

a. The Academic Honor Code and Dishonesty Policy and the Recommended Range of Sanctions and Disciplinary Actions will be published on the College's Web page.

6. **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**DESCRIPTION**

The SOCCCD, through its department of Human Resources, has responsibility for providing training sessions on affirmative action programs and policies, sexual harassment identification and prevention, and Americans with Disability Act compliance.
To foster a supportive climate with respect to issues of equity and diversity, the College has established a cultural diversity graduation requirement, a Cross-Cultural Studies Program, and an International Education Center. In compliance with Federal Regulations such as Title 9, the College will add additional athletic activities which will address the needs of female students. Faculty and staff in-service programs, student clubs and activities, and new courses strive to reflect the diverse ethnicity of our community.

The College provides a wide range of services to all students including those who are disadvantaged and who have disabilities. Services are available through Extended Opportunity Programs and Services, Special Services, the Health Center, the Career Services Center, the Transfer Center, the Student Financial Assistance Program, and through general counseling. Courses which fulfill the Cultural Diversity requirement for General Education cover a wide and varied spectrum of coursework and are clearly identified in the Schedule of Classes.

APPRAISAL

Although three quarters of those responding to the IES agreed that the College fosters a supportive environment in which every person is treated with respect in issues of equity and diversity (Ref. 2.17), it is apparent that some concerns, particularly at the administrative level, are going unaddressed. Of the 25 percent of respondents who strongly disagreed with that IES question, the largest representation was from College administrators. Leadership, at the highest level, i.e., the Board of Trustees, needs to foster a climate of civility and respect for all employees.

PLANNING AGENDA

a. The College will provide opportunities for the entire College community to attend workshops on restoring elements of civil and respectful behavior in the workplace.

7. The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTION

The Dean, the Athletic Director, and faculty from the Athletic Department review and follow Title 9 regulations and several other documents including the “Athletic Department Policy and Procedures” (Ref. 2.18), the “Saddleback College Intercollegiate Athletics” pamphlet (Ref. 2.19), and the “Saddleback College Student-Athletic Assistance Program” (Ref. 2.20) in order to maintain the integrity of the College’s athletic program. In addition, students and staff can consult the USA Olympic Committee Coaching Ethics Code (Ref. 2.21) or the N.C.A.A. Rules and Interpretations (Ref. 2.22).
Coaching faculty discuss appropriate ethics policies with student athletes at team meetings. At these meetings, coaches emphasize that dishonest behavior, falsifying eligibility, and other inappropriate actions run counter to the policies and may lead to stated consequences. Any reported violations are submitted to the Athletic Director who consults with the Vice President for Student Services regarding possible outcomes.

8. The institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

DESCRIPTION

Saddleback College encourages a broad base of participation in the preparation of its accreditation Self Study. Participation in the sub-committees for each standard of good practice reflects the diversity of the staff and the belief that a fair and accurate self study is an essential tool for institutional improvement.

All required reports to the Commission and to other agencies have been submitted in a timely manner. The Vice President for Instruction serves as the College accreditation liaison officer and supports the College's compliance with Commission policy, standards and requirements. The College community and the public at large are invited to review and make recommendations for the self study document once the first draft is published.

APPRAISAL

When the College undertakes a Self Study every five years, there seems to be the necessity to "re-invent the wheel" in terms of procedures. There has been some informal discussion regarding a smoother synchronization of this effort. The Self Study Chair could coordinate the research, the writing and the filing of the Midterm Report, and the Strategic Plan Steering Committee (SPSC) could coordinate documentation of SPSC recommendations with WASC standards of good practice.

PLANNING AGENDA

a. The Accreditation Liaison Officer, the Self Study Chair, the Editor, members of the Self Study Steering Committee, and the Strategic Plan Steering Committee will meet to develop systematic procedures and plans for an on-going self study process.
9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

DESCRIPTION

The College, in concert with the SOCCCD, regularly reviews and updates its Board Policies, Administrative Regulations and Administrative Manuals to ensure that the policies and practices of the institution are consistent with its educational mission, programs and services. In addition, SOCCCD conducted a study of the Organization Assessment Survey and Change Project (Ref. 2.23). The study's purpose was to assess the institution's organizational performance and to determine the highest priorities for improvement.

APPRAISAL

From responses to the IES, most of the College's constituency felt that the goals (mission) published in the Saddleback College Catalog adequately define the broad-based educational objectives the College seeks to fulfill (Ref. 2.24). However, the perception of over 65 percent of the survey respondents was that the planning process did not adequately identify College priorities (Ref. 2.25).

PLANNING AGENDA

a. Under the shared governance model, the College Strategic Plan will be updated to reflect current College priorities.

b. Information from the Organization Assessment Survey and Change Project will be disseminated to the College by the Strategic Plan Steering Committee, which will hold public forums for discussion.
| 2.1 | Saddleback College Catalog       |
| 2.2 | Saddleback College Schedule of Classes |
| 2.3 | Saddleback College Student Handbook |
| 2.4 | Board Policy handbook           |
| 2.5 | Administrative Regulations guidebook |
| 2.6 | Administrative Manual            |
| 2.7 | Associate Faculty Handbook       |
| 2.8 | Saddleback College Community Education Brochure |
| 2.9 | California Education Code Title V 51023(a) |
| 2.10| Saddleback College Academic Senate Academic Freedom Policy |
| 2.11| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 4 |
| 2.12| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 5 |
| 2.13| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 6 |
| 2.14| American Association of University Professors (AAUP) Ethics Statement |
| 2.15| Academic Honor Code and Dishonesty Policy |
| 2.16| Recommended Range of Sanctions and Disciplinary Actions |
| 2.17| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 7 |
| 2.18| Athletic Department Policy and Procedures |
| 2.19| Saddleback College Intercollegiate Athletics pamphlet |
| 2.20| Saddleback College Student Athletic Assistance Program |
| 2.21| USA Olympic Committee Coaching Ethics Code |
| 2.22| N.C.A.A. Rules and Interpretations |
| 2.23| Organization Assessment Survey and Change Project |
| 2.24| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 9 |
| 2.25| Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 11 |
STANDARD THREE

INSTITUTIONAL EFFECTIVENESS

Mary Williams  Classified (Chair)
Wendy Baker  Administration
Linda Bashor-Lannan  Classified
Bill Brummel  Faculty
Tim Gertz  Student
Ann Hagerty  Faculty
Jeanne Smith  Faculty
Steve Smolen  Faculty

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. INSTITUTIONAL RESEARCH AND EVALUATION

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
DESCRIPTION

The vast majority of research undertaken at Saddleback College is done by the individual unit requiring specific data. There is also much data collected by the District Office of Information Technology that is made available to the individual colleges via the South Orange County Community College District (SOCCCD) Almanac (Ref. 3.1). The District Information Technology department is actively developing a data warehouse that will centrally house information for institutional research and planning purposes. The data warehouse information will be derived from both legacy and future information systems.

APPRAISAL

Since the elimination of the District position of Institutional Researcher in 1994, no central office has had responsibility for the systematic gathering of data for use in institutional planning and evaluation. Many departments and divisions at Saddleback College collect data that is used for evaluation and review, and as part of the planning process. Among these are the College's Strategic Plan Steering Committee, the Budget Committee, the President's Council, and the Deans' Cabinet. These bodies work effectively to provide the institution with an integrated overview of campus activities and to provide the information necessary to make informed decisions.

Several agencies require documentation for use as a tool when evaluating ongoing programs. Among them are the Accrediting Commission for Community and Junior Colleges (ACCJC) and the agencies that accredit various programs (Ref. 3.2). In addition, a number of Student Services functions are regularly audited by the State for compliance with guidelines and achievement of stated goals. Among these are the Offices of Financial Aid, Matriculation, Extended Opportunities Programs and Services (EOPS), and Disabled Students Programs and Services (Special Services). Continued certification and positive feedback indicates that these entities have been effective in the documentation of their achievements.

The District has invested significant resources in the development of an information management system. This data management system will provide a more comprehensive means of capturing and retrieving data for planning and research. Representatives of every department on campus have met with representatives of a software vendor and District Information Technology staff to develop specifications for the system. A prototype of the system was originally scheduled to be available in Fall, 1998, and the system itself was to be in full operation by Fall, 1999. There are delays in this implementation schedule.

The College has received a Title III grant to implement a student tracking system. This system will allow the College to gather data for measuring the effectiveness of many College programs.

The SOCCCD offices are responsible for many centralized functions such as Human Resources and Information Technology. Various components of the College rely on the District for information about these areas. It is often difficult or impossible to obtain necessary data, particularly statistics relating to personnel.
Saddleback College has a critical need for a full-time College institutional research position with primary responsibility for the systematic coordination of the various components of research and evaluation. This position would eliminate much of the duplication of effort that occurs when one entity repeats the research efforts which have been undertaken by another. The failure to provide assistance in survey design, research techniques, and statistical analysis may cause the validity of data produced to be suspect. At the Board of Trustees meeting on February 17, 1998, a proposal to establish the positions of Dean of Development, Research and Planning at both Saddleback and Irvine Valley College was rejected, although the Board did give some indication it might be willing to reconsider at a later date. In the meantime, research and development continues to be undertaken sporadically.

PLANNING AGENDA

a. *The College will work with the District to ensure appropriate training in the information management system so that it can be effectively used by all College constituencies.*

b. *The College will implement a student tracking system using Title III funds.*

c. *As funds permit, the College will reapply for authorization from the Board to fill the position of Dean of Development, Research and Planning at Saddleback College.*

A.2 *The institution provides the necessary resources for effective research and evaluation.*

DESCRIPTION

In 1996, the District issued $14,000,000 worth of Certificates of Participation (COPS), $6,000,000 of which were dedicated to the implementation of a District Technology Initiative. These funds enabled the College to establish a state-of-the-art computer network. When the system is completely implemented, each individual on campus, including students, will have an e-mail account and access to the Internet. The College has also invested in the infrastructure of hardware, software, and technology necessary to gather and exchange data. The District Information Technology department, in collaboration with software vendors, will provide the software necessary for a comprehensive information infrastructure specific to the needs of Saddleback College.

APPRAISAL

Adequate resources are not available to address research staffing needs sufficiently. The elimination of the District's Institutional Research position has severely impacted the ability of the College to create an integrated system of data collection. While the District has spent millions of
dollars on providing cutting edge equipment and technology, there has been limited financial attention given to the manpower required for training, maintenance, and support of such a system. The Information and Technology Center (ITC), which has responsibility for these functions, is severely understaffed and finds it nearly impossible to maintain and support the current system. Once the proposed system is fully implemented, the problem of insufficient staffing will be even more apparent.

PLANNING AGENDA

a. As funding allows, the College will allocate the resources necessary to provide additional staffing in the ITC.

A.3 The institution has developed and implemented the means for evaluating how well, and in which ways, it accomplishes its mission and purposes.

DESCRIPTION

Saddleback College uses a number of tools for evaluating how well, and in what ways, its mission and purposes are achieved. The College sets forth goals that are published in the College Catalog (Ref. 3.3) and details the means by which it plans to achieve these goals. Vocational and categorical programs have advisory committees that meet for periodic evaluation and review (Ref. 3.4). The committees make recommendations about which programs can be enhanced to more closely meet student and community needs. Many of these programs are separately accredited and must provide substantiation of their accomplishments. Studies and surveys used to examine these programs are also used by the Strategic Planning Committee as it conducts an annual review of the appropriateness and effectiveness of College programs.

APPRAISAL

The College adheres to established standards that enable it to measure how well it is achieving each of the seven goals set forth in the College Catalog. Successful achievement of the first goal, which is to provide educational programs leading to the Associate in Arts and Associate in Science degrees, is measured in two ways. First, all educational programs that lead to the Associate in Arts and Associate in Sciences degrees are detailed in the College Catalog. Second, student completion rates document the number of students who graduate each year, while transfer rates show the number of students who transfer to a four-year institution (Ref. 3.5).

The second goal provides a comprehensive and broad range of high-quality coursework that will enable students to pursue their educational objectives and career goals. Achievement of this
goal is documented through the College Catalog, which shows 235 certificate or degree programs, and the Spring, 1998, Schedule of Classes (Ref. 3.6), which lists 98 pages of courses offered at various times during the week and on weekends.

The third goal addresses the College's general education (GE) requirements (Ref. 3.7). General Education is evaluated on a regular basis by the Curriculum Committee and the Articulation Officer, who are responsible for ascertaining that Saddleback College offers the coursework necessary to meet IGETC and CSU transfer patterns. Additionally, the College Catalog delineates 98 certificate programs that allow students to pursue various occupational goals.

The fourth goal is the provision of necessary developmental, remedial, and basic skills instruction. It is evaluated on a regular basis through the Matriculation program evaluation. Assessment instruments approved by the State Chancellor’s office are used to identify students in need of basic skills education or English as a Second Language instruction. The Matriculation process provides support services to promote student success.

The fifth goal makes the educational, cultural and recreational resources of the College available to the Community. The success of this effort is measured by the participation of non-students in College activities. Many of the resources of the College, such as the library, the theater, the Solar Observatory and student services functions and facilities, are available to residents of the Community.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

DESCRIPTION

Evaluation of the requests of community members and the business community has resulted in increased numbers of off-campus classes. A number of departments and programs are subject to review by accrediting agencies which require that recommendations for improvements be implemented and documented. As part of the 1996-1999 Strategic Plan (Ref. 3.10), a policy of program review has been set forth following a schedule determined by the Vice Presidents. Each program will be reviewed on a six-year rotation. The review process requires a three-semester time frame.

APPRAISAL

The lack of a Dean of Development, Research and Planning severely impacts the ability of the College to create and implement research studies that would document the degree of student success in programs brought about by program evaluation. Thirty-eight percent of those responding to the Institutional Effectiveness Survey (IES) indicated that they disagreed with the statement that the College provides evidence of the success of program evaluation (Ref. 3.11). The Matriculation program is in the process of implementing and pilot testing a Student Success Factors Inventory that will provide benchmarks for use in gathering data.
B. INSTITUTIONAL PLANNING

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

DESCRIPTION

The College subscribes to a philosophy of shared governance that provides for the involvement of all members of the College community in the planning process. Members of both the classified staff and faculty are represented on all College committees and on the President's Council. The Strategic Plan Steering Committee is designed to consist of the chairs of the ten accreditation standards committees and includes representation from classified, academic, and administrative staffs. The 1996-1999 Strategic Plan was researched and written by individuals representing a broad cross-section of the campus community.

APPRAISAL

Although the College makes a focused effort to gather opinions from all facets of the campus community, some groups are frustrated by the process. There has been concern about the Board of Trustees not considering the recommendations of College committees and governance units. This frustration has created in many faculty and staff a general disinterest in serving on committees and governance units. Recently, attempts have been made to improve the overall campus climate with regard to communication. The acting President of Saddleback College has introduced biweekly forums open to all College constituencies to promote the open exchange of ideas and information. In addition, the President's office publishes an on-line newsletter. The Public Information office publishes an Associate Faculty newsletter.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

DESCRIPTION

In Fall, 1994, Saddleback College undertook the process of creating a strategic plan that would provide the College with direction to the end of the century. This process required input from all

STANDARD THREE
College constituencies. The Strategic Plan addresses the issues of philosophy, organizational structure, institutional staffing, program review, facilities, and institutional surveys.

APPRAISAL

On July 16, 1997, the Board of Trustees unilaterally changed the College's administrative structure with little or no input from shared governance units. Subsequently, in January, 1998, College administrators were requested to prepare an organizational analysis for dissemination to the College community and the Board of Trustees. This document (Ref. 3.12) examined the effects of the administrative reorganization on personnel, facilities, and on the unique attributes of each division.

PLANNING AGENDA

a. The College will pursue and support the recommendations of the 1996-1999 Strategic Plan.

b. The College will conduct program reviews following the schedule established by the Academic Senate.

B.3. The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

DESCRIPTION

Along with the publication of the Strategic Plan, in 1996 the SOCCCD created an Educational and Facilities Master Plan (Ref. 3.13). The separately created Educational Master Plan includes detailed narratives of each program (Ref. 3.14). Each of the shared governance units may provide at least one representative to each of the College committees that is responsible for planning in areas such as staffing and fiscal requirements. Each vocational program has an advisory committee that meets regularly to provide recommendations for improvements to its particular program.

APPRAISAL

Financial problems complicated by philosophical differences with the governing board have severely impacted the ability of the College to implement many of the recommendations of the Strategic Plan. Despite the well-documented need for the hiring of additional faculty and staff, many positions continue to remain unfilled. Despite limitations established by the District for divisions seeking grant support, several areas have been very successful in obtaining grants and institutional effectiveness
special funding that will provide enhanced instructional programs. In several divisions, the work of the Deans has enabled the College to establish and enhance programs and services in response to the expressed needs and concerns of the community. One example is the Industry Related Training grant which will provide training for development of interactive media technology.

C. INSTITUTIONAL OUTCOMES ASSESSMENT

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

DESCRIPTION

Through its Strategic Plan, Saddleback College has established as its philosophy the “affirmation of the College’s commitment to the mission and philosophy of the District and the existing goals of Saddleback College as stated in the current Catalog.” To achieve these goals, the College sets forth seven objectives, or outcomes, which are documented in the College Catalog and Student Handbook.

APPRAISAL

Each of the seven outcomes, which are listed in the College Catalog, has clearly defined criteria, which enable the College to determine that they have been met. The College offers 235 programs that lead to either an Associate Degree or a Certificate of Achievement. The general education program provides a broad range of courses that meet IGETC or CSU transfer patterns. A widely recognized special services program and the Learning Assistance Program provide developmental, remedial, and basic skills instruction. Through the College Foundation, local publications, and a variety of mailings, the College makes the community aware of the resources available for their use. The Division of Counseling Services and Special Programs makes personal, career, and academic counseling services available to students, and publicizes these efforts through various community agencies. Course offerings are available both on campus and at locations throughout the community for both academic and vocational growth. The Emeritus and Community Education programs make available academic and vocational coursework to non-traditional students.

One issue that has recently been clouded is the governance of the Emeritus Program. While curricular and financial responsibilities for this program are clearly assigned to Saddleback College, the Board of Trustees chose to place administrative oversight with the Vice Chancellor for
Educational Services. The Vice-Chancellor has sought assistance from a consultant familiar with the program, who serves as liaison between the College and the District.

Another issue is the transition of the Tustin Marine Corps Air Station (Tustin MCAS) to the control of the District. Much coordination and expense will be required to make this vast facility ready to serve as a cluster of off-campus classrooms. The College is concerned about the potential negative fiscal impact the Tustin MCAS will have on the College.

PLANNING AGENDA

a. The College will encourage the Board of Trustees to return administrative control of the Emeritus Program to Saddleback College.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

DESCRIPTION

The College conveys information concerning quality assurance to the public in a variety of ways. Reports are presented at public meetings of the Board of Trustees, the agendas of which are published and posted in the Library. In addition, the College's Office of Public Information is responsible for disseminating information to the community regarding all aspects of the educational process. It prepares press releases and arranges for press coverage of activities on campus. Reports are distributed to a variety of groups using several media venues. Information is included in the College Catalog, the Schedule of Classes, the Annual Report of the College Foundation (Ref. 3.15), and the Student Handbook (Ref. 3.16). Copies of Saddleback College's accreditation self-studies are cataloged and are available in the Library. State law requires that a "Student Guide to Awareness and Campus Safety" be updated and published annually (Ref. 3.17). In addition, the College's Web site contains links to a variety of information and College-related resources. The campus radio station, KSBR, broadcasts information about campus programs to the local community and Channel 39 provides television coverage. The District publishes an Almanac, available on the District Web site, which is a compilation of statistics regarding the SOCCCD and its colleges.

APPRAISAL

The community is informed of the many programs and activities at Saddleback College in a variety of ways. The College staff works hard to ensure that Saddleback College has an identifiable public presence through many activities it sponsors, such as KinderCaminata, through participa-
tion in community activities such as the annual Swallow’s Day Parade, through health service agencies, such as Mission Hospital, and through the Senior Olympics. Results from the Community Survey, distributed during Fall, 1997, show that a number of respondents did not have enough knowledge about the College to respond to many of the questions (Ref. 3.18).

PLANNING AGENDA

a. The College will develop a market survey to evaluate the scope of Community knowledge regarding programs and achievements.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

DESCRIPTION

The College has committed, through the publication of the Strategic Plan, to a systematic review of each of the categories covered in this document. As part of the accreditation process, the College continues to document its successes and identify areas for improvement on a regular basis.

APPRAISAL

Saddleback College has mandated a six-year rotation for program review. In addition, the College has committed to adopting the Student Success Factors Inventory for use in determining criteria to measure how well the College meets its goals for providing a positive student experience. The College plans to establish a student tracking system using Title III funds. The College plans to administer the Community College Experiences Questionnaire annually to provide data for examining the student campus experience. Although with the implementation of the information management system, the information necessary to coordinate the gathering of relevant data will be available to any interested individual, department, or division, the lack of a Dean of Development, Research and Planning impacts the College’s and divisions’ ability to analyze and incorporate such data for use in institutional planning.

PLANNING AGENDA

a. The College will pursue the hiring of a Dean of Development, Research and Planning to coordinate the research efforts of the College and to assess the effectiveness of the institution.
DOCUMENTS

3.1 South Orange County Community College District Almanac
3.2 CAADE Accreditation Committee Self Study Checklist
3.3 Saddleback College Catalog
3.4 Saddleback College Vocational Education Program Advisory Committee
3.5 California State University Report on the Performance of Transfer Students
3.6 Saddleback College Schedule of Classes
3.7 General Education Requirements
3.8 Student Satisfaction Inventory
3.9 Spectrum
3.10 Saddleback College Strategic Plan 1996-1999
3.11 Saddleback College Accreditation '98 Institutional Effectiveness Survey,
   Question 15
3.12 Analysis of District Reorganization
3.13 1996 Educational and Facilities Master Plan
3.14 1996 Educational Master Plan
3.15 Saddleback College Foundation Annual Report
3.16 Saddleback College Student Handbook
3.17 Student Guide to Awareness and Campus Safety
3.18 Community Survey
STANDARD FOUR

EDUCATIONAL PROGRAMS

Maureen Smith  Faculty (Chair)
John Allen  Faculty
Bill Andrews  Administration
Kay Cox  Faculty
Margaret Gritton  Faculty
Dawn Lindsay  Faculty

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented or by whom taught.

A. GENERAL PROVISIONS

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

DESCRIPTION

Saddleback College serves the southern portion of Orange County with an estimated population of 350,000. The adult population is remarkable in that a significantly large proportion of this group has attained some level of higher education. The average per capita income is one of the highest in the state of California. The area is predominantly suburban residential housing with
small retail and service businesses. There are only three large private sector employers located in the service area. See the Almanac (Ref. 4.1) for specific details and more information relating to the demographics and economics of the Saddleback College service area.

The College does not have a mission statement; rather, the South Orange County Community College District (SOCCCD) has a mission statement. The College follows a philosophy and develops goals that relate to the District’s mission statement.

In accordance with the mission of the District, Saddleback College is a comprehensive community college which provides lower division transfer and associate degree programs, vocational certificate programs, general education, community education, non-credit education, and specialized programs for a diverse student population. Saddleback College offers both the Associate in Arts (A.A.) degree and the Associate in Science (A.S.) degree. The requirements for the completion of each of the Associate degrees and the Vocational Certificate Programs are listed in the Saddleback College Catalog (Ref. 4.2).

Following state guidelines, admission to Saddleback College, as stated in the College Catalog, is open to anyone who is a high school graduate, has a High School Equivalency Certificate, or is eighteen years old or older and shows evidence of being able to benefit from instruction. With permission, high school seniors, juniors, and occasionally younger students may enroll on a part-time basis.

The matriculation process, as described in the Schedule of Classes (Ref. 4.3), is designed to assist students in achieving their educational goals at Saddleback College. This process includes assessment, orientation, counseling, advisement, follow-up services, training, and research. Assessment may include, but is not limited to, information regarding the student’s English language proficiency, mathematics skills, aptitudes, goals, career aspirations, academic history, and need for special services (Ref. 4.4).

The College goals undergo an annual review by the Saddleback College Strategic Plan Steering Committee (SCSPSC). In Fall, 1994, the SCSPSC was charged with the responsibility for reviewing the District mission and College goals with input from all governance units. This review resulted in a reaffirmation of the College’s commitment to the mission of the District and to the published goals of Saddleback College.

APPRAISAL

The College Catalog is designed to inform students about the steps necessary to earn a certificate or associate degree or to achieve a structured and well-balanced learning experience. All programs and courses incorporate Title V regulations for the development of intellectual, creative, and critical thinking. Over 150 vocational programs, spread throughout the various College disciplines, are outlined in the Catalog and facilitated by the Office of the Dean of Business, Institutional Development and Vocational Education.

Saddleback College has guaranteed transfer agreements with various colleges and universities within the state (Ref. 4.5) so that courses completed at Saddleback will meet lower division re-
quirements of a bachelor's degree. Since 1992 the California State University and the University of California have approved the majority of Saddleback College courses submitted to the Intersegmental General Education Transfer Curriculum (IGETC). Such agreements facilitate a smooth transition to the other segments of higher education.

The College strives to meet the needs of all students by offering a wide range of support services as listed in the Student Handbook (Ref. 4.6). In addition, the College provides coursework for students who have basic skills limitations. The Emeritus Institute, Community Education, and off-campus programs enhance the curriculum and also reach special groups of students.

The Honors Program, which serves students in all majors, is under the direction of the Honors Board and continues to grow and expand its course offerings. The Honors Board has secured preferential transfer agreements with ten colleges, such as Pitzer and Cal Poly Pomona, which do not participate in articulation with Saddleback College. The Honors Board is chaired by a faculty member.

In 1996, the College participated in the Orange County Business Retention and Economic Advancement Project. The project included the other three community college districts in Orange County. The goal of the project was to survey all businesses with five or more employees to solicit their needs for training and education. There is a significant opportunity for the College to better understand and meet the needs of area businesses. The College has begun the process of contacting employers and addressing their needs, but to date less than 10 percent of the contacts have been made.

**Planning Agenda**

a. The College will develop and implement a plan to contact local Orange County employers regarding their training needs and the ability of the College to meet these needs.

**A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.**

**Description**

Courses are offered throughout the day and into the evening and class scheduling is done within each division. Many courses outside the general education core requirement are offered on a planned, rotating basis in a two-year cycle. Others are staggered and offered at a variety of times. Budget constraints and low enrollments, however, preclude offering all recommended courses in each program annually and course substitutions are often permitted.
Vocational Associate degree and certificate programs are designed to progress from semester to semester through a one- or two-year sequence leading to completion. The College Catalog provides specific course sequence information for all vocational programs and students arrange their academic programs around the scheduled offerings each semester.

**APPRAISAL**

An important element of student success is the ability to complete a course of study in a timely manner. Courses required for Associate degrees and certificates are identified in the College Catalog. Although all courses listed in the Catalog are offered at the College, all classes are not scheduled each semester.

If a required class does not meet a minimum enrollment standard of students, the course may be canceled. Courses which do not meet the minimum enrollment standard but have twelve or more students are monitored by the Division Dean, Department Chairs, and the Vice President for Instruction, and may be canceled at their discretion.

The College is beginning to offer a significant number of afternoon and "twilight" courses to expand student access and make better use of existing instructional space. Additional courses have been added during twilight hours and Saturdays for Fall, 1998, and an expanded "weekend college" credit program is planned to begin in Fall, 1998.

**A.3 When programs are eliminated or programs requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**DESCRIPTION**

In the event that the Curriculum Committee determines that a program needs to undergo revision, the District attempts to modify the program in accordance with students' needs to avoid disruption. No programs have been eliminated since the last accreditation cycle. In the past, however, when programs have been eliminated or requirements dramatically changed, the College has been careful to ensure that enrolled students are allowed to finish the program according to the College Catalog description existing at the time of the initial enrollment.

Program changes in the future will be identified through the instructional program review process. During 1996-1997, a new process for instructional program review was created and implemented by the Academic Senate. Instructional programs are to be reviewed by a committee of faculty and staff within the division on a six-year rotation (Ref. 4.7).
APPRASIAL

The College's current satisfactory process for program review and its impact on enrolled students is effective and should continue with periodic evaluation. The College has not eliminated any programs in the last five years, but is well aware of the need to prevent or alleviate any problems for students should the situation arise.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its education programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

DESCRIPTION

The College strives to furnish sufficient faculty, staff, instructional materials, and classrooms to deliver quality instruction consistent with its mission, yet funding is often inadequate to meet the requests of all departments.

The District borrowed $6,000,000 via Certificates of Participation (COPS) in 1996 to fund a District Technology Initiative to focus on support for instruction through the creation of a District-wide computer network, purchase of hardware and software, and implementation of a new student/administrative records system. The College also established the Innovation and Technology Center (ITC) in 1994 with a director and classified staff to support training of faculty, classified and administrative staff, repair of computer equipment, and network management.

APPRASIAL

The College is looking for ways to expand programs and course offerings within its existing budget parameters. Planning will be key to achieving sustainable growth which is in the long-range interests of the community and the College.

Due to a significant decline in full-time faculty positions since 1993, there is a legitimate concern among the College community that full-time faculty ratios are low compared to the number of part-time faculty. The District, however, is presently two faculty members above the minimum state requirement for full-time or contract faculty. At the classified level, the filling of vacated positions has been severely restricted. Any new positions requested have not been funded. With the Board-directed administrative reorganization in July, 1997, the College has lost five dean positions, with those responsibilities shifted onto the remaining Deans. The duties left over from vacated administrative and classified positions cannot be absorbed by remaining staff not supported by part-time help. At least at the faculty level, part-time instructors can manage to handle extra classes.
Over the past several years of fluctuating funding, the institution has struggled to maintain an adequate level of support for all programs. For this fiscal year, over $500,000 was available for instructional equipment. Most of this money came from a state block grant allocation for instructional equipment. For the past two years the state has allocated block grant funds for the purchase of instructional equipment, supplies, and library materials. This has contributed much needed support to instructional programs.

Each year, requests are made for full-time faculty positions, instructional materials and assistants, and facilities maintenance, but due to limited funding, many of these requests have not been filled.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

Academic counseling, primarily carried out by Counseling Services and Special Programs, is an important part of students' success in reaching their educational goals. Counselors are available to assist students in formulating individual educational plans with input from the student regarding goals and interests.

The College has continued to develop and expand articulation with the California Community College system, the University of California and the California State University campuses, as well as independent colleges and universities. Some articulation has been established with out of state institutions, primarily through a process of "individualized articulation." All articulation agreements are available in the Counseling Department and are provided to faculty, particularly when they are directly involved in establishing agreements and developing or revising course content to solve articulation problems. Much of the articulation information has been computerized (Project ASSIST), but is still being provided in paper format to counselors pending solution of problems with programming and networking for on-line access to articulation information. Access to articulation information is provided to students through transfer patterns published in the Catalog, maintenance of articulation binders in the Center for Career/Life Development and the Counseling Services drop-in desk, handouts available in files adjacent to the drop-in desk, and faculty contact.

The College has developed an International Education Advisory Committee in accordance with Board Policy 6150. The Office of International Education was established in June, 1996, and is located in the lower level of the Library. Adjacent to this office is the Cross Cultural Study Center.
Both offices are provided with staff under a faculty Director of International Education and the Cross Cultural Studies Center, who is compensated with some reassigned time for this position. The International Education program seeks to recruit, enroll, and advise foreign students. In addition, guest speakers, forums, and an annual International Food Fair are sponsored to facilitate the ongoing needs of students. The Cross Cultural Study Center offers written materials of a cross cultural nature for students, sponsors forums and activities relating to cross cultural issues, and serves as a meeting place for informal discussions.

APPRAISAL

Counseling is provided by the College counseling faculty and through categorical programs such as Special Services and Extended Opportunities Programs and Services. Advice is also available from faculty members during office hours. Counseling staff provides academic information to new and continuing students. Counselors and program coordinators provide information to vocational students and/or those students who are retraining or honing their professional skills. In the area of counseling, responses from the Community College Student Experiences Questionnaire (CCSEQ) conducted in Spring, 1997, indicate that 66 percent of those responding agreed that academic advice/information was clear and understandable, 44 percent agreed that counselors gave accurate information about transfer requirements, and that assessment test results were clearly explained. Research is being conducted to ensure that placement is reflective of student abilities and that students are succeeding in the classes as evidenced by student retention, instructor surveys, and student surveys (Ref. 4.8). These results show that more attention should be given to explanation and assessment of advice and test scores. The survey identified the need to improve the clarity and accuracy of information given to students during counseling sessions.

B. DEGREE AND CERTIFICATE PROGRAMS

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

DESCRIPTION

Degrees and programs at Saddleback College conform to California Education Code requirements and support the mission of the institution to provide a comprehensive, broad range of high-quality courses and programs. All programs offered are consistent with the College's primary
goals. Degree and certificate programs in transfer and general education, vocational, and career certificate programs have been designed with input from the College Curriculum Committee and community advisory boards appropriate to each field of study.

In Fall, 1997, transfer programs were the stated goal of 42.5 percent of enrolled students and 34 percent were planning to earn an A.A./A.S. degree (Ref. 4.9). Saddleback College offers lower division courses in general education and major requirements for transfer in conjunction with California State University (CSU) and University of California (UC) requirements.

Each division and the Articulation Officer make an effort to ensure course offerings correspond with coursework at other institutions. Saddleback College has articulation agreements with 14 other Community Colleges, 21 CSU campuses, nine UC campuses and over 80 private four-year institutions (Ref. 4.10). Not all areas of education are covered in each articulation agreement.

New courses are proposed through a process approved by the Curriculum Committee, a standing committee of the Academic Senate, and by the Board of Trustees.

APPRAISAL

Saddleback College is consistently within the top ten percent of public and private institutions which transfer students to four-year schools (Ref. 4.11). School-to-work demand for short-term certification programs (because they require rapid employability) conflicts with the College goal to provide comprehensive certification programs.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

DESCRIPTION

The Saddleback College Catalog informs students of the steps necessary to earn a certificate or associate degree. All programs and courses (except Community Education) incorporate Title V guidelines for the development of intellectual, creative, and critical thinking. Thirty-three vocational programs, spread throughout the various College disciplines, are outlined in the Catalog and administered by the Dean of Business Science and Vocational Education.

The 98 Certificate and 140 Associate degree programs offered at Saddleback College cover a broad intellectual spectrum. All of the programs are housed in eleven College divisions: Mathematics, Science and Engineering; Business Science; Fine Arts and Communications; Health Sciences; Physical Education and Athletics; Social and Behavioral Sciences; Human Services; Counsel-
ing Services and Special Programs; Emeritus Institute; Technology and Applied Science; Liberal Arts; and Learning Resources. Each of the divisions offers courses which have been approved by the Saddleback College Academic Senate Curriculum Committee and which meet degree requirements, certificate requirements, general education and transfer requirements, or remedial or basic skills needs. Degree and certificate requirements, along with the general education and transfer requirements, are listed in the College Catalog. The Associate in Arts degree is available in all majors. Students in the sciences and vocational programs have the option to complete an Associate in Science degree.

APPRAISAL

All degrees and certificates are regularly reviewed by the Curriculum Committee as specified in the Curriculum Procedures Manual (Ref. 4.12). Additionally, the development and approval of new degrees and certificates is monitored by the State Chancellor's Office and the California Postsecondary Education Commission. Certificate programs publish brochures detailing course sequences and career expectations.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

DESCRIPTION

Saddleback College maintains an open access policy consistent with Title V and offers specialized courses and student services (see Standard 5) for unique student populations, including re-entry students, student athletes, students with disabilities, economically disadvantaged students, students with limited English language skills, Honors students, re-entry students, and students seeking to upgrade their professional or vocational skills. The institution's educational objectives, program requirements, admissions and academic policies, program opportunities, and curriculum descriptions are published and readily accessible to students and the general public.

The College Catalog overview and the Course Outline of Record identify course content and learning outcomes of every approved course offered at the College. This information is also available through the College's Web site. In addition, each instructor is expected to provide students with a syllabus which states course content, expected learning outcomes, and methods of assessment. Learning outcomes are demonstrated by students through a variety of methods. Instructor evaluation of student knowledge is demonstrated by research papers, essays, written examinations, oral statements, problem solving, portfolios, or presentations demonstrating course mastery (Ref. 4.13).
APPRASAL

Students completing degree or certificate programs demonstrate mastery of the stated learning outcomes by satisfactory completion of required courses.

Academic degree programs have few means of tracking the progress of students who have completed their courses of study, compared to the vocational and occupational programs. One of those means is transfer data from California four-year postsecondary institutions. Development of a student tracking system using Title III funds will assist in the collection of this data.

The College's Health Sciences Division monitors and documents its students' competence through their results in the respective licensing examinations and certifications. According to the UCI Longitudinal Study, Saddleback College students are consistently among the top performers (Ref. 4.14).

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

DESCRIPTION

All degree programs offered at Saddleback College require students to complete a general education core of courses. Students who fulfill the general education requirements of degree programs will have successfully completed broad introductory courses in Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences, Life Skills/Critical Thinking, Physical Education Assessment, and Cultural Diversity, encompassing theory and methods of inquiry. They will also have shown competency in the core requirements of language and rationality, mathematics, and reading.

APPRASAL

Students obtaining A.A. and A.S. degrees are required to complete the general education requirements which incorporate the prescribed broad areas of knowledge as listed in the College Catalog, Student Handbook, and Schedule of Classes. In reviewing program content and structure, it is apparent that Saddleback College offerings provide the student with a careful introduction to the various fields of study, solid theoretical foundation, appreciation of methods used in the disciplines, and significant knowledge in the course subject matter.

Course outlines and objectives are updated annually through the divisions and the Curriculum Committee. They have been reviewed for adherence to Title V standards. In addition to this review
B.5 Students completing degree programs demonstrate competence in the use of language and computation.

DESCRIPTION

Language and computational skills are a required aspect of degree programs at Saddleback College. In addition to writing in English classes, the College has worked for several years to foster writing across the curriculum. A writing center on campus is an adjunct to language offerings at the College. The General Education core requirements include competency in mathematics. During Fall, 1997, the General Education Committee adopted a Computer Competency requirement for all students. This requirement will be implemented beginning Fall, 1998.

APPRAISAL

The College clearly requires students to demonstrate competency in the areas of language and computation prior to receiving a degree, by successfully completing the required courses of the General Education pattern.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

DESCRIPTION

Divisions articulate each vocational program with employers, keeping informed of employer needs and student performance through program advisory committees and contact with employers, annual career fairs, and on-campus visits by employers. The job development service provided by the Saddleback College Center for Career/Life Development also affords opportunities for articulation and informal assessment. Saddleback College currently participates in the statewide Student Follow-Up System which surveys students enrolled in vocational programs. Participation in this program provides data to be used in evaluating vocational programs and student performance. Career Placement office staff provide data to the Dean of Business Science.
and Vocational Education from employers who have hired former students. The College also participates in the Labor Market Project, data from which provides the College community and employers with labor supply and demand information.

Articulation with employers is primarily the responsibility of each approved program and its advisory committee. Minutes of required advisory committee meetings for each vocational program are kept in the Office of Vocational Education. This office assures that modifications in vocational certificate programs are monitored and subsequently submitted for approval by the Curriculum Committee and the Board of Trustees, and published in the College Catalog.

APPRAISAL

The Dean of Business Science and Vocational Education and other appropriate Deans continue to develop survey instruments to query transfer and vocational students to determine program effectiveness. The District Office of Planning, Research and Development used to provide information to the College for evaluation and future planning. This office was eliminated in 1995, with no provision for data collection or analysis at the District level. The District data warehouse project will provide a new platform for data capture, analysis, and management. The Statewide Student Follow-up System provides information about vocational programs used for evaluation and planning purposes.

C. GENERAL EDUCATION

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

DESCRIPTION

The institution publishes a yearly College Catalog and a semester Schedule of Classes to notify the public of courses and programs available through Saddleback College. The general education component for each degree program is defined in the Catalog under “Graduation Requirements.” General Education core requirements for an Associate in Arts or Associate in Science Degree include language and rationality, mathematics competency, reading competency, humanities and fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, and cultural diversity. A computer competency requirement will be implemented in Fall, 1998.
APPRAISAL

Class descriptions and General Education requirements for the Associate in Arts and Associate in Science degrees are outlined in the Saddleback College Catalog. Brief descriptions and course listings are published each semester. In the Institutional Effectiveness Survey (IES), 92 percent of respondents indicated that the Schedule of Classes and College Catalog are easy to understand (Ref. 4.15).

General Education courses with required prerequisites are clearly indicated in the Schedule of Classes. In addition, the Matriculation Department is developing a Web page which will identify "locked out" (classes in which the student cannot register without clearing the prerequisite through the matriculation process) General Education classes and ways to clear a prerequisite.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

DESCRIPTION

The College Catalog and Schedule of Classes clearly state Saddleback College goals and the rationale for general education under Graduation Requirements for an Associate Degree. Effective reading, writing, speaking and critical thinking skills are curriculum threads in each of the Saddleback College General Education courses. The criteria are determined by the goals of the College, the Curriculum Committee, and the Academic Senate. The Curriculum Committee, including the Articulation Officer, reviews each course for subject matter, rigor and depth, scope and level of material to be covered, and the use of communication and critical thinking skills (Ref. 4.16). The criteria used for this review is found in the Curriculum Procedures Manual (Ref. 4.12) and the Academic Senate Handbook (Ref. 4.17).

APPRAISAL

Board Policy 5600 "Graduation Requirements" lists General Education requirements for an associate degree. This policy includes a philosophy statement based on Title V regulations. Board Policy 5600 was last revised in 1989 and does not reflect the current cross-cultural and diversity component. Area F, American Institutions, is no longer a general education requirement but stands as such in the extant Board Policy 5600.

Criteria for judging the appropriateness of General Education courses is available in the Curriculum Handbook and the Academic Senate Handbook.
PLANNING AGENDA

a. The College will recommend changes in Board Policy 5600 "Graduation Requirements" to the Board of Trustees.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

DESCRIPTION

The General Education curriculum provides both core and breadth requirements. The core requirements prepare students with knowledge and skills that enable the student to think critically, to communicate clearly and effectively in speaking and in writing, and to use mathematics. The breadth requirements expose students to the knowledge needed to understand the major disciplines, to appreciate the diversity of other cultures, and to develop the capacity for self-understanding.

The core requirements are: Language and Rationality, Mathematics Competency, and Reading Competency. The breadth requirements are: Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences, Life Skills/Critical Thinking, Physical Education Assessment, and Cultural Diversity. In Fall, 1998, Computer Competency will be added to the core requirements.

The process of establishing and reviewing the general education requirements is evaluated through the shared governance model. The Articulation Officer and the Curriculum Committee insure appropriateness of subject criteria and forward courses to the Academic Senate and the Board of Trustees for final approval and implementation.

APPRAISAL

The process for review and evaluation of general education requirements is in place and is successfully implemented.
C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

DESCRIPTION

Through various evaluation methods, such as written papers, tests, projects, and oral presentations, students demonstrate competency in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Proposed courses are reviewed by department faculty and leadership, by the Curriculum Committee, and by the Academic Senate for integration of the core requirements, enabling students to demonstrate proficiency in each of the above criteria.

APPRAISAL

Competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking is demonstrated by students mainly through successful course completion. Competency is judged by individual instructors through classroom performance evaluation.

D. CURRICULUM AND INSTRUCTION

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

DESCRIPTION

Establishing and evaluating educational programs is ultimately the responsibility of the Vice President for Instruction. At the direction of the instructional Deans and department chairs, departments organize reviews of each program. The review of the quality and effectiveness of the College's programs is an ongoing professional responsibility. In accordance with Title V, Section 51022, Instructional Programs, the College Academic Senate has created and implemented a specific plan for program review and is implementing a review process for each area of instruction. Program review is a systematic process for the collection, analysis and interpretation of data.
concerning a program and its curriculum. It is used to make judgments about the effectiveness of a program and to facilitate improvement of the program. Its major objective is to improve the quality of education at Saddleback College.

**APPRAISAL**

The Curriculum Committee has well-developed procedures that comply with Title V regulations. The process for development of individual courses has been refined over time as hundreds of courses have undergone review and approval. Articulation of programs with area colleges and high schools has been initiated in the past by administration, with program faculty participation.

Institutional program review provides the College with a consistent assessment tool to review all instructional programs and College departments. It ensures that all programs meet the criteria of quality, feasibility, compliance with rules and regulations, and compatibility with the College mission, goals, and needs.

**D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.**

**DESCRIPTION**

Ensuring the quality of instruction is an institutional task that covers many aspects. Quality of the curriculum, excellent and sufficient faculty, appropriate support for educational programs, and long-range planning with prioritization of needs are some of the crucial factors that contribute to establishing, fostering, and maintaining academic excellence. Curriculum is a central focus, however, many other policies and procedures, plus appropriate support, play a significant role. The Academic Senate, through the Curriculum Committee, has a primary role in ensuring the academic rigor and educational effectiveness of all Saddleback College courses.

Course rigor and adequate preparation of students are closely linked. If students in a class are not adequately prepared, the delivery of instruction suffers, and all the students in the class are negatively affected. In this situation, students may not receive sufficient instruction at the appropriate level, or they may become discouraged and drop the course. Adequate preparation of students is addressed by the careful establishment of prerequisites and other conditions of enrollment.

The program review process is utilized for all courses and programs wherever the classroom may be situated, including classes scheduled off campus, the Study Abroad programs, and Distance Education classes.
The College has taken care to ensure that courses across the curriculum have academic integrity. The institution maintains high quality instruction and academic rigor through its curriculum process of approving courses and programs.

Over the last five years, the College has begun an intensive program review. Through the development of the Transfer Center and the efforts of the articulation officer, the College has ensured that articulation agreements are kept current and that the College courses parallel those of surrounding institutions.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

DESCRIPTION
The grading policies and the criteria for awarding credit for courses are stated clearly in the College Catalog. In addition, the Course Outline of Record stands as the permanent record for how credit is awarded for each course. Distribution of course syllabi is required of all instructors. The syllabi must clearly describe the expected outcome of each course and the assessment method. Therefore, the syllabus for each course defines the course expectations and informs students how they will be assessed.

APPRAISAL
Evaluation of students is based upon stated guidelines in the course syllabus. The syllabus is kept on file in the office of the division Dean and reflects criteria which are considered norms within the field of study.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.
DESCRIPTION

Transfer of credit policies are clearly stated in the Student Handbook.

The College has developed and expanded articulation with the California Community College system, the University of California and the California State University campuses, as well as with independent colleges and universities. Individualized articulation has been established with several out-of-state institutions. All agreements are available in the Counseling office.

Saddleback College has guaranteed transfer agreements with various colleges and universities within the state so that courses completed at Saddleback will meet lower division requirements of a bachelor's degree.

Saddleback College articulates its programs with seven major feeder high schools from the Capistrano Unified School District, the Saddleback Valley Unified School District, and Regional Occupational Programs.

The California Post Secondary Education Commission, as well as selected four-year institutions to which students transfer, provide follow up data on transfers. The Articulation Officer consults with individual faculty on a regular basis and serves as an ad-hoc member of the Curriculum Committee. Faculty involvement assures both applicability of courses for major requirements as well as for fulfillment of general education breadth requirements.

APPRAISAL

The majority of courses that Saddleback College has submitted to IGETC has been approved by faculty representatives of both the California State University and the University of California. This allows for a smooth transition for students to the other segments of higher education in California.

Students who have transferred to other schools for further educational preparation have reported informally that they were well prepared for the challenge. A University of California, Irvine (UCI) longitudinal study comparing UCI student academic performance to Saddleback College transfer student performance indicates an academic success edge in favor of the Saddleback College transfer student by the end of the senior year (Ref. 4.14).

Articulation with universities and colleges is up-to-date and working well within the constraints of the system. Articulation efforts contribute in large part to the development of transfer admission guarantee/assurance programs.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.
DESCRIPTION

In most classes the institution currently uses traditional delivery systems of instruction that are consistent with the objectives of the curriculum. These include lecture, discussion, demonstration, and hands-on experience. Faculty members utilize a number of delivery systems using audio-visual and computer hardware and software. The College also offers courses through television and other forms of distance learning.

Saddleback College actively seeks ways to meet the needs of a diverse student population, including both younger and re-entry students, students with special language needs and students with disabilities. Students with disabilities receive customized help and support to meet their individual needs.

APPRAISAL

The College has embraced new electronic technologies and is investigating ways to deliver its educational programs in more current modalities. An electronic college has been put in place and classrooms and offices have been wired for computer access. There are seven computer labs and five computer classrooms, all with state-of-the-art hardware and software.

D.6 The institution provides evidence that all courses and programs — both credit and non-credit — whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

DESCRIPTION

Non-credit courses and programs are planned, approved and evaluated in the same manner as credit courses and programs. Curriculum is designed by the faculty at the department level. Suggestions for courses and programs may be generated by administrators in response to community needs or requests. The new course outline is written following a prescribed form, and then reviewed and approved by the appropriate department chair or division Dean, the Vice President for Instruction, the Curriculum Committee, the Board of Trustees and is finally sent to the State Chancellor’s Office for approval. Course approvals and outlines are kept on file in the Office of Instruction.

Community Education (fee-based and not-for-credit) courses and programs are designed by the Community Education office. Suggestions for courses and programs are reviewed by the appro-
appropriate department chairs and/or Deans, and by the Curriculum Committee in order to avoid competition between credit and non-credit programs. The courses are usually presented by independent contractors who are paid on a fee-split basis. Course outlines are kept on file in the Community Education office. Instructors are not required to meet community college faculty minimum qualifications.

Contract Education courses and programs are offered for credit or non-credit, and are designed, approved and evaluated appropriately.

APPRAISAL

There are opportunities for students to take non-credit courses through the English as a Second Language department and also through the Emeritus Institute. In July, 1997, the Board of Trustees unilaterally reassigned the administration of the Emeritus Institute to the District Vice Chancellor for Educational Services. The program itself is a Saddleback College program, which Curriculum Committee reviews its content and courses and which is responsible for its complete funding. The Emeritus Institute currently stands as a full College program, albeit with a District administrator. Courses offered by Community Education fall under the category of “not-for-credit” courses, and are under the direction of the Office of Instruction.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Education.”

DESCRIPTION

Saddleback College has been offering curricula through radio and television for many years. In 1996 a Distance Learning Ad Hoc Committee of the Curriculum Committee was established. This committee developed a Curriculum Distance Education Policy which covers all electronic delivery systems and conforms to the Commission policies and statements on “Principles of Good Practice in Distance Education.” Since that time the College has offered both Internet and CD-ROM courses.

APPRAISAL

Saddleback College has made it possible for all classrooms and labs to use electronic delivery systems. This growth in technology has encouraged all programs to begin developing courses to take advantage of future growth in the use of Distance Education. Courses will follow the Saddleback College Distance Education Policy and will continue to be approved through the Curriculum process.

STANDARD FOUR
DOCUMENTS

4.1 South Orange County Community College District Almanac
4.2 Saddleback College Catalog
4.3 Saddleback College Schedule of Classes
4.4 Saddleback College Matriculation procedures
4.5 Transfer agreements
4.6 Saddleback College Student Handbook
4.7 Academic Senate Program Review Plan
4.8 Student Surveys
4.9 Student Information Statistics
4.10 Articulation Agreements
4.11 Student Transfer Statistics
4.12 Saddleback College Curriculum Procedures Manual
4.13 Saddleback College Curriculum/Course Outlines, including statements of expected learning outcomes and objectives for all courses leading to degree and/or certificate programs
4.14 UCI Longitudinal Transfer Study
4.15 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 22
4.16 Curriculum Standards Handbook for the California Community Colleges
4.17 Academic Senate Handbook

EDUCATIONAL PROGRAMS
# STANDARD FIVE

## STUDENT SUPPORT AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Paula Jacobs</th>
<th>Faculty (Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy Anderson</td>
<td>Faculty</td>
</tr>
<tr>
<td>Jerilyn Chuman</td>
<td>Administration</td>
</tr>
<tr>
<td>Joyce Hanna</td>
<td>Classified</td>
</tr>
<tr>
<td>Vern Hodge</td>
<td>Administration</td>
</tr>
<tr>
<td>Jeanne Mazique-Craig</td>
<td>Faculty</td>
</tr>
<tr>
<td>Linda Newell</td>
<td>Administration</td>
</tr>
<tr>
<td>Sharon Nussenbaum</td>
<td>Faculty</td>
</tr>
<tr>
<td>Larry Twicken</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. Student access, progress and success is the focus of the entire student pathway through the institutional experience.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

**DESCRIPTION**

Saddleback College makes information on admissions policies, registration procedures and fees available to prospective students through the Schedule of Classes (Ref. 5.1), the Saddleback
College Catalog (Ref. 5.2), the College Web Site at http://www.saddleback.cc.ca.us/, and various other program information packets. Admission is open to anyone who is a high school graduate, has a High School Equivalency Certificate or is eighteen years of age or older. In addition, admission is open to K-12 students, international students and transfer students, in accordance with state law.

The Schedule of Classes is available on-line and is mailed to every resident in the district. It is available in a number of locations on campus, and available by telephone request from the Office of Public Information. The Catalog is available for student use in the Counseling Office and the Center for Career and Life Development, may be purchased in the College bookstore, and can be ordered through the Office of Public Information. Admissions information packets are available for international students (Ref. 5.3), the Legal Assisting Program (Ref. 5.4), and Nursing Programs (Ref. 5.5), and can be obtained from the appropriate office.

Saddleback College follows practices that are consistent with the admissions policies approved by the Board of Trustees (Ref. 5.6) as described in the Schedule of Classes and Catalog. Beginning with the 1993-1994 Catalog, "New and Former Students" and "Continuing Students" were defined, and the applicable admissions/registration policies were described. The Catalog is updated each year.

APPRaisal

The College's expanded access to the College Catalog and the Schedule of Classes includes local public libraries and all area high schools. The College continues to monitor and evaluate the admissions policies and practices to ensure consistent dissemination of information to its students and applicants for admission.

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

DESCRIPTION

Saddleback College publishes, on an annual basis, both a Catalog and a Student Handbook which contain accurate and current information about its programs, policies, graduation requirements, refund policies, student code of conduct and due process procedures, the Academic Dishonesty Policy, and complaint and grievance procedures. The College also provides current
information each semester in the Class Schedule, program brochures, flyers, and other printed material.

APPRAISAL

Saddleback College publications, including the Catalog, Schedule of Classes, Student Handbook, and numerous division/program brochures are readily available to both prospective and current students. These publications provide students with information that assists them through the application, matriculation, and registration processes. These publications either outline the complete Student Code of Conduct and due process regulations, or they provide information about which offices on campus provide copies of this information. The College also provides complaint and grievance procedures to address student concerns. Additional information regarding dates for fee refunds, course adds and drops, and withdrawal from a class is available to students in many publications. Information about graduation requirements and transfer to California State Universities, the University of California, as well as some popular private colleges and universities, is also available in both the Catalog and the Student Handbook.

Instructional and Student Services program brochures have proved to be an excellent information tool for prospective students, although keeping them stocked in various locations both on and off campus has been a concern. All divisions and several programs are highlighted on the College Web pages. The College plans to establish an application process via the Internet in the near future.

In Fall, 1996, Student Services established an Information Center Booth to provide information and directions during the first two weeks of the semester. The booth is staffed by Campus Safety, Admissions and Records, and Counseling Services and Special Programs personnel. This service has been well-received by both new and continuing students.

To enhance the flow of current and accurate information within the Student Services Program, there are weekly management and division meetings. Bi-monthly Student Services general staff and student government meetings review new processes and procedures designed to serve students better.

Two years ago the Office of Student Services established a working committee to create an internal Student Services Program and Information Guide to help College staff make appropriate student referrals. The Guide has a planned Summer, 1998, distribution date, but is not yet completed.

3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

STUDENT SUPPORT AND DEVELOPMENT
Student Services programs under the direction of the Vice President for Student Services include Admissions and Records, Counseling Services, Special Services (DSPS), Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), Matriculation, Job/Career Search Services, Career Guidance Services, Re-Entry Services/Women's Resource Center, Transfer Center, Articulation Office, Financial Aid, Child Development Center, Safety and Security, the Student Health Center, and the Associated Student Government. The College also maintains the College bookstore and a cafeteria. Although not organizationally within Student Services, the Learning Assistance Program provides tutoring services to any student enrolled at Saddleback College. These services are described in the Student Handbook (Ref. 5.7), the College Catalog, the Schedule of Classes, and assorted brochures and flyers.

Students with disabilities are referred to Special Services by faculty and through high school orientations and visitations and self-referral. The Special Services Program served over 1,350 students during 1996-1997 (Ref. 5.8). Students must provide documentation or complete an evaluation (learning disabilities) to be eligible for services, and to determine reasonable accommodations. Special Services and staff evaluations are available for students and faculty. Program objectives are reviewed and updated annually. An advisory committee made up of off-campus agencies, students, faculty, and administrators meets each semester to review program objectives.

The Safety and Security department provides general campus information, suppression of criminal activity, and response to incidents or emergencies twenty-four hours a day, seven days a week. Campus security meets frequently with representatives of the Associated Student Government to discuss student safety issues and procedures.

The Admissions and Records Office provides admission, registration, records evaluation, graduation evaluation, and transcript services to students. Applications may be filed in person or submitted by mail. Admissions and Records maintains daytime and evening hours four days per week and is open until 4:30 p.m. on Fridays. Bilingual personnel are available to assist Spanish-speaking students. Saddleback College offers telephone and in-person registration.

The Saddleback College Matriculation Program operates according to the College's Matriculation Plan (Ref. 5.9) and is housed within the Counseling Services and Special Programs Division. During the 1996-97 academic year, 3,748 students were assessed and 3,347 received orientation and advisement services through matriculation (Ref. 5.10). Students complete the Student Services Survey, which provides information used in course placement. Data obtained through assessment are used by counselors during advisement to recommend and refer students to appropriate College programs and services.

Counseling Services, including academic, career and personal counseling, are provided by generalist counselors through individual appointments, drop-in sessions, topic-oriented workshops, and in Applied Psychology classes. Bilingual counselors are available for Farsi- and Spanish-speaking students. Specialized counseling is provided for athletes, F-1 students, and students from underrepresented groups. Separate counseling services designed to meet the unique needs...
of disadvantaged and disabled students are available through the Special Services and EOPS/ CARE Programs. The Summer Bridge Program, which is coordinated by the Transfer Center, provides services to at-risk high school seniors who are planning to enroll at Saddleback College. The Office of Relations with Schools (ORS), organized by a generalist counselor, coordinates High School Counselor Information Day, College Nights at local high schools, and the Student Ambassador Program.

The Job/Career Search Services, Career Guidance Services, and Re-Entry Services/Women's Resource Center programs combine to form the Center for Career/Life Development (CCLD). The CCLD provides assistance to students needing help making career and life decisions. The Transfer Center is located within the CCLD and provides information and assistance to students preparing to transfer to a four-year university. The Transfer Center sponsors College and University Transfer Day, transfer and application workshops, and arranges for representatives from colleges and universities to visit and meet with prospective students. The Transfer Center also provides on-line application for its University of California-bound students (Pathways) as well as CSU-bound students (CSU MENTOR).

Health services are available to Saddleback College students through the Health Center, which is staffed by a full-time registered nurse. A part-time physician and clinical psychologist are available by appointment for preliminary diagnosis, health counseling, and referral.

The Child Development Center provides programs for children from 2 1/2 through 5 years of age. Priority is given to children of Saddleback students carrying six or more units, however, children from the general community are also encouraged to enroll.

EOPS is an access and retention program which assists low income and educationally disadvantaged students. Students are identified through various means, including the financial assistance office, counselors, faculty, self-referrals, and high school outreach. This program serves over 450 students annually (Ref. 5.11). The program provides book and cash grants, financial aid application assistance, counseling, basic English and math tutoring, and priority registration. The students must meet specific income guidelines and be eligible for the California Board of Governors' grant.

The Learning Assistance Program (LAP) and the Interdisciplinary Computer Center (ICC) include a campus-wide tutoring program and a computer-based writing lab.

A new case management software program has been installed and is scheduled to be implemented this year. The program will provide data on services related to student success. The new College-wide data system will integrate Management Information Systems information with student data from other College departments and services.

APPRAISAL

Special Services (DSPS) participated in a program review in Spring, 1998, conducted by the Chancellor's Office of the California Community Colleges. Improving faculty and student awareness of disability issues through activities such as Ability Awareness Days are high priorities for the Special Services Program.
A modular building (BGS Annex) has been acquired in order to provide matriculation assessment and orientation services more efficiently to large groups of students. The Early Bird Program was designed and implemented to extend matriculation services to prospective high school students during the spring of their senior year. Within the matriculation process, an Early Alert component has been instituted to identify potentially unsuccessful students and provide them with counseling and/or support services. Matriculation office hours are extended to provide evening services during the first two weeks of each semester.

Providing counseling services in a timely manner for all students continues to be a problem due to the shortage of counselors. Saddleback College continues to be below a state-recommended ratio of 1 counselor per 1,000 students. Although in real numbers there are 17.5 FTE generalist counselors, subtracting for time spent on load teaching assignments results in the equivalent of 13.5 FTE generalist counselors to counsel over 18,400 on-campus students. Generalist counseling services are available to students until 8:00 p.m., Monday through Thursday.

EOPS program evaluation is completed through an annual state report, by exit interviews done annually with each EOPS student, and by formal program review by the State Chancellor’s office and various other efforts to improve program outcomes. EOPS reviews and sets goals annually. Rates of transfer and completion of certificates and degrees are compiled for review and used as success measures.

CARE is an educational support and assistance program within EOPS. It is designated for single head-of-household parents on Temporary Assistance to Needy Families (TANF), which will soon become part of the CalWORKs project. A CARE advisory committee, which includes student representation, meets semi-annually.

The administration, faculty, and staff recognize the need for a comprehensive student tracking system to evaluate student needs and success rates. An automatic student tracking system, using Title III funds, is scheduled to be implemented in 1998.

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

DESCRIPTION

Student representatives are appointed by the President of the Associated Student Government (ASG) to serve on various College committees.
The College has taken care to ensure that courses across the curriculum have academic integrity. The institution maintains high quality instruction and academic rigor through its curriculum process of approving courses and programs.

Over the last five years, the College has begun an intensive program review. Through the development of the Transfer Center and the efforts of the articulation officer, the College has ensured that articulation agreements are kept current and that the College courses parallel those of surrounding institutions.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

DESCRIPTION

The grading policies and the criteria for awarding credit for courses are stated clearly in the College Catalog. In addition, the Course Outline of Record stands as the permanent record for how credit is awarded for each course. Distribution of course syllabi is required of all instructors. The syllabi must clearly describe the expected outcome of each course and the assessment method. Therefore, the syllabus for each course defines the course expectations and informs students how they will be assessed.

APPRAISAL

Evaluation of students is based upon stated guidelines in the course syllabus. The syllabus is kept on file in the office of the division Dean and reflects criteria which are considered norms within the field of study.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.
APPRAISAL

Student participation on committees is historical, but consistent committee participation (and transition from one student representative to the next) remains a challenge. Better methods for the timely identification of student representatives and compatible meeting times are necessary.

The process of seeking student input through a formal vote by the ASG can be complicated. Technological improvements throughout both the College and the District (e.g., student e-mail, College and District Web pages, and computerized scheduling) should enhance and improve student communication and participation.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

DESCRIPTION

The Admissions and Records Office is responsible for the admission and enrollment of all students at the College. The application process is one that ensures that all eligible students are admitted to the College. Specific student data is collected to assist in attracting a diverse student body. Students requiring assistance in the admission process or in registration are given priority registration and are referred to the appropriate student services programs. Each division is responsible for the validation and review of assessment instruments which it submits to the Office of Matriculation.

APPRAISAL

One of the duties of the proposed Dean of Development, Research and Planning was to work with the Matriculation Coordinator to conduct a review of the assessment instruments used in ESL and English placement in Fall, 1998. They were also to develop an assessment review grid with specific timelines and objectives. At the February 17, 1998, meeting, the Board of Trustees rejected the proposal to establish the positions of Dean of Development, Research and Planning at both Saddleback and Irvine Valley Colleges. The Board, however, did give some indication that it might be willing to reconsider establishing the positions at a later date.

In the meantime, research and development continues to be undertaken sporadically. Due to lack of statistical and analytical support, many divisions that submit assessment instruments to the Office of Matriculation are unable to review those instruments regularly. The Office of Matriculation has delegated $14,000 of a $144,000 Non-Credit Basic Skills allocation from the state to hire a researcher whose prime objective is to provide a review of the assessment instruments used in ESL and English placement. There is no funding for current review of each division’s assessment instruments.
Planning Agenda

a. The Matriculation Coordinator and research consultant will complete the review of the assessment instruments used in ESL and English placement.

6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Description

Saddleback College made a commitment to centralize all student services in one location when the Student Services Center (SSC) was built in 1990. This has greatly increased the accessibility of services to students. The SSC houses Student Development and the ASG, Admissions and Records, Financial Assistance, EOPS/CARE, Special Services, DSPS, the Center for Career/Life Development, which includes the Re-Entry/Women's Center, Career Services, Career Guidance and the Transfer Center. Also in the SSC are Counseling Services, Matriculation, the College Bookstore, the College Cafeteria, and the office of the Vice President for Student Services. Most departments are open from 7:30 a.m. to 8:00 p.m. Monday through Thursday and from 7:30 a.m. to 4:30 p.m. on Fridays.

Students can access the College Catalog and the Schedule of Classes on the College's Web site. Students can register for classes and gain access to their final semester grades by telephone. Online delivery of information to students includes applications for financial assistance, the use of computerized articulation through Project ASSIST, Project Pathways, an online application and College link to the Universities of California, CSU MENTOR, career guidance tests, and job search services through Job Trak.

Future plans include the development of a relational student information system. Saddleback College has recently received a Title III grant for the development of a comprehensive student services tracking system.

Appraisal

Over the past five years the student population of Saddleback College has grown more diverse (Ref. 5.12). Student Services programs have attempted to address the academic, personal, and vocational concerns of changing student demographics within limited budget and staffing constraints.

Staffing issues continue to be a challenge for all Student Services programs. Due to funding restrictions many vacant faculty and classified positions have gone unfilled. The duties associated with those positions have been reassigned to remaining staff members. As a result, workloads...
have increased, sometimes doubled, in order to try to maintain the same level of services to students.

Computer utilization has enhanced the means of service delivery to students.

With District assistance, the Student Financial Assistance Office has converted to Powerfaids, a College Board stand-alone financial aid management system.

Counselors' ability to provide information to students has been enhanced by project ASSIST, a computerized articulation program. Other computerized information includes College catalogs and career information.

An Early Alert program was developed in 1991. Instructors use coded class rosters to send personalized messages to students who are experiencing academic difficulties. This program provides students with valuable timely information about their academic progress and refers them to appropriate College support services and resources.

Since 1992 the College has established a comprehensive Transfer Center. The College has established a half-time Transfer Center Coordinator position, and provides funding for an Underrepresented Student Coordinator and a program assistant to facilitate transfer activities at the College. Saddleback College and the District, in conjunction with University of California, Irvine, conducted the first on-line application to the University in 1994.

The College has established an International Student Center on the campus. As a result, the number of foreign students attending Saddleback College has increased to more than 200 (Ref. 5.13).

Students are able to register, add/drop classes, and obtain semester grades by telephone. Telephone problems have yet to be addressed in both the Admissions & Records Office and the generalist counseling office. The telephone communication system needs to be improved to provide better student access to services.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Description

Saddleback College has instituted a number of programs and services that support an increasingly diverse student population. These include the Cross Cultural Studies program/Cross Cultural Center and International Education Centers, Associated Student Government sponsorship of programs designed to promote sensitivity and understanding of gender, cultural, racial and disability-related diversity, such as Black History Month, Disability Awareness Week, Multicultural
Experience, and Women’s History Month, a Student Equity Committee, and a Director of Special Services to coordinate and facilitate programs and services that address the needs of individuals with disabilities.

APPRAISAL

Saddleback College has made progress toward creating a campus climate that provides education and support for diversity. The establishment of the Cross Cultural Studies Program and the International Education Program, the creation of more diverse curricular offerings, and the advocacy for greater diversity on campus serve as indicators of this progress. Despite these advances, some concern has been expressed about the merger of both the facilities and the supervision of International Education with the Cross Cultural Center. When the Cross-Cultural Program was first established, it was run by a faculty coordinator working on 60 percent reassigned time. The International Studies Program was a separate entity run by a coordinator working on 40 percent reassigned time. The Fall, 1997, merger of both programs and supervision of both programs were cited as a cost-saving measure. The reduction in reassigned time for the current coordinator, essentially doing two jobs at 40 percent reassigned time, is seen as being detrimental to the viability of both programs. Because the student populations served by these two programs are separate and distinct, with no overlap, it is critical that these programs return to their former separate and distinct existences. With the recent dramatic changes in both District and College administration, there is also concern as to the stability of funding and support for both programs.

Saddleback College will continue to serve an increasingly diverse population. The College must continue to hire faculty members who understand the need for diversity. Curriculum development must respond to the needs of a more diverse student population and the Cross Cultural Studies Program should be in a position to serve the needs of a larger segment of the student population.

PLANNING AGENDA

a. In Fall, 1998, the office of Student Services will conduct a review and identification of College resources (staffing and funding) required to address the needs of programs and activities that serve and support the diverse student population.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.
Saddleback College supports a co-curricular environment for students that includes 49 student clubs and honor societies, a monthly Humanities Hour, athletic programs, cultural activities, forensics programs, music performances, theater productions, a student newspaper, and College guest speakers. The student clubs allow students to participate in and contribute to the life and interests of the College and the community. The ASG offers an opportunity to promote the intellectual, social, and civic welfare of students through the proper and effective exercise of self-government. The College offers a student leadership course, APSY 166, which addresses diversity, ethical, and organizational issues. The ASG manages a budget of roughly $600,000 dollars and provides financial support for campus activities such as the annual scholarship ceremony and for student travel for state and national competition. In addition, it provides funding for student leadership training.

APPRAISAL

Student support on committees provides positive contributions to College life, with students playing an identifiable role in the decision-making process at the College. The success of campus clubs rises and falls with each school year. A real challenge is to maintain the continuity and stability of these clubs, the composition and direction of which changes with the influx of new students each year and with the change of club leadership.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

DESCRIPTION

The Admissions and Records Office is the College's official custodian of student admission and academic records and works with the District and other College departments to provide information, data, and access to student records. These records are permanently maintained in several forms. The College has worked with District Information Resources to provide a computerized backup system of student data and academic records. To ensure confidentiality, the College makes every effort to enforce current District and College policies prohibiting the release of student information without prior student notification.

The current electronic data retrieval system is secured by workstation passwords. The Office of Admissions and Records has initiated additional security measures to restrict access and to ensure confidentiality of student records. Additional electronic passwords, security gates, elec-
Electronic buttons, door locks, door combinations, and limited key access have been implemented to restrict access to the Admissions and Records work areas. The office maintains fireproof locked file cabinets for historical documentation of some, but not all, student records. Limited electronic storage is provided when resources are available.

Access to student data has been accomplished through verbal requests to the College Data Processing Unit of the Office of Admissions and Records and the District Information Technology Department. The Data Processing Unit is developing a formal data-request process to provide appropriate access to student information, and to prevent the release of unauthorized student information.

The Admissions and Records Office has implemented a student transcript processing system using security paper in transcript production which will minimize unauthorized transcript production.

APPRAISAL

Access to and maintenance of Student records still need to be addressed, perhaps by implementing a more aggressive plan for advancing the electronic storage and access of student records and files. Additional resources must be identified to effectively support the scanning of student records. Access, retrieval, and maintenance systems for international student records must be developed to ensure the appropriate maintenance of these records and effective support services for these students.

There continue to be concerns about unauthorized access to students records. The record file room and the common work areas containing student records must be made more secure. The College adheres to its policies, procedures, state and federal guidelines, and legislation regarding the preservation, security, and confidentiality of student records, regardless of the form in which the records and files are maintained.

The District mail and warehouse system needs improvement to ensure maximum security of the receipt and delivery of transcript forms. The Admissions and Records office has implemented a physical locking system with restricted access to transcript forms and equipment to assist in preventing the production of unauthorized transcript documents.

PLANNING AGENDA

a. The College will develop written procedures for access to student records and files by other College offices, including the Office of International Educational Programs.

b. The College will identify additional resources necessary to fully implement an aggressive electronic data storage and retrieval system.
c. The College will investigate redesigning the student records and file room to ensure a permanent secure backup system for student records and files.

d. The College will implement measures to restrict assess to computer server areas.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

DESCRIPTION

Each office in Student Services evaluates its programs and services. Goals and objectives are developed each year and included with those of the instructional divisions, which become part of the College goals, as defined in the College Catalog.

The Student Services departments conduct their own research to determine student satisfaction, including student evaluations and assessment of student needs and outcomes. Departments rely on input from classified staff, and they follow all federal, state, and institutional policies, procedures and mandates regarding evaluation of services.

Each semester departments within the Counseling Services and Special Programs division distribute a survey to every student visiting these offices. The survey asks the student about the type and quality of the visit. Advisory committees for EOPS and Special Services meet annually and provide input.

In compliance with Title V regulations, the EOPS participants annually complete a program evaluation. The Health Center staff evaluates its services on an annual basis.

Safety and Security leadership and staff employ a participatory team evaluation to improve the effectiveness of an existing service or to determine the resources needed to add a service.

The Child Development Center staff evaluates services in order to meet the accreditation requirements of the National Academy for the Education of Young Children.

The Financial Assistance Office is evaluated daily by management and staff. Low Cohort Default rates in the loan programs and clean financial reports are evidence of proper administration of the financial aid programs.

APPRASAL

During the first two weeks of March, 1997, each department within Student Services completed a survey (Ref. 5.14), in order to provide empirical data in response to this standard. Survey responses indicated that the services provided were appropriate, adequate and effective.

STUDENT SUPPORT AND DEVELOPMENT
Admissions and Records services and procedures are reviewed, assessed, and improved by regular staff meetings, input from the instructional Deans, College administration, students, and other members of the academic College community.

Results from the Institutional Effectiveness Survey indicate that every department perceives that the services provided are appropriate, adequate, and effective for the students of Saddleback College.

Although each department is unique, there is a need for a coordinated and consolidated effort for systematic program evaluation in the Student Services division. The previous self study indicated that Student Services lacked a comprehensive planning and evaluation process on a College-wide basis. Implementation of new information management systems along with student tracking will provide for a comprehensive planning and evaluation process for the Student Services division and the College as a whole.

**DOCUMENTS**

5.1 Saddleback College Schedule of Classes
5.2 Saddleback College Catalog
5.3 International Students Admissions Information Packet
5.4 Legal Assisting Program Admissions Information Packet
5.5 Nursing Programs Admissions Information Packet
5.6 Saddleback College Admissions Policy
5.7 Saddleback College Student Handbook
5.8 Disabled Students Programs and Services End of Year Report
5.9 Saddleback College Matriculation Plan
5.10 Management Information System Student Count Report
5.11 Extended Opportunity Programs and Services End of Year Report
5.12 Student Ethnicity
5.13 International Student population
5.14 Student Services departmental surveys
STANDARD SIX

INFORMATION AND LEARNING RESOURCES

Ana Maria Cobos  Faculty (Chair)
Susan Corum  Administration
Gita Satyendra  Faculty
Mark Schiffelbein  Classified Leadership
Bonnie Stephenson  Faculty (Associate)
Patti Weekes  Classified
Tom Weisrock  Faculty

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution’s intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, program, and degrees wherever offered.

DESCRIPTION

The library’s collection consists of 96,000 books, 350 periodical subscriptions with microfilm/fiche, over 21,000 non-print materials including videocassettes, filmstrips, audiocassettes, compact disks, video disks, records, and a CD-ROM network with Web access of 14 databases covering
magazines, newspapers, and government documents. The library has 15 EllieCat (on-line public access catalog) terminals which offer public access to the cataloged print, audiovisual resources, and periodical holdings of both Saddleback College and Irvine Valley College libraries. From Monday through Saturday, the library is open a total of 69 hours.

The Learning Assistance Program (LAP) provides peer tutoring in academic subjects, tutor training, and study skills workshops for Saddleback students. Services include one-on-one, small group, drop-in, and in-class tutoring sessions. The Interdisciplinary Computer Center (ICC) provides computers and software for use across the curriculum. The Social and Behavioral Sciences and Liberal Arts division, in cooperation with the Learning Resources division, presently operates the English Writing Laboratory as an adjunct to English courses. From Monday through Thursday the LAP/ICC is open a total of 40 hours.

The Innovation and Technology Center (ITC) focuses on three primary areas of instructional support: faculty and staff development, computer and network management, and audio-visual systems. Since Spring, 1996, the ITC has provided 239 workshops, which accounted for more than 1700 attendances. The ITC is also responsible for the installation, maintenance and repair of over 1,000 computers on the College campus. Beginning in 1995-1996, through the District's Technology Initiative, the College has embarked on an ambitious upgrade of its technology infrastructure that offers connectivity to all classrooms and offices on campus. The College's Audiovisual Department is also part of the ITC and it offers instructional equipment support for faculty and staff. From Monday through Friday the ITC is open a total of 57 hours.

APPRAISAL

The library has developed a local area network of CD-ROM and Web databases to support faculty, student and staff research needs. The network provides several full-text resources, with some materials available in abstract or citation only. While the network provides scholarly resources for nearly all subjects, support indexes for business topics are weak.

Students complain that the age of the book collection often restricts them to CD-ROM and Web resources for current information. Since 1992 considerable effort has been made to add multicultural resources to the collection, with support from several on- and off-campus funding sources.

In 1995-1996 the South Orange County Community College District (SOCCCD) launched its District Technology Initiative. In Summer, 1997, 30 new computer workstations were installed for on-line library research. Forty additional workstations, dedicated to word-processing and electronic mail, were deployed in Spring, 1998.

Responses to the Institutional Effectiveness Survey (IES) indicated that while 37 percent of faculty and staff responding agreed that learning resources (traditional and electronic) are easy to access and use, 44 percent disagreed with this statement, which indicates that ease of access and use must be improved (Ref. 6.1). The Community College Student Experiences Questionnaire (CCSEQ) did not ask this same question.
The District is planning to install a Web version of EllieCat, the on-line catalog. This should greatly expand access to campus resources.

The ICC is one of two open-access computer centers on campus where students can use word processing equipment.

Fifty-four percent of the respondents to the IES agreed that the tutoring services in the LAP/ICC are satisfactory (Ref. 6.2).

Overall there is a strong perception that the ITC is doing a good job with its limited resources. Forty-eight percent of those responding to the IES agreed that financial resources are sufficient (Ref. 6.3), 55 percent agreed that the ITC staff are responding to service calls in a timely manner (Ref. 6.4), and 46 percent agreed that ITC hours are adequate (Ref. 6.5).

2. **Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.**

**DESCRIPTION**

The library staff selects and maintains traditional learning and information resources such as books, periodicals, pamphlets, microforms, and audio-visual software, as well as electronic formats (Ref. 6.6). Recommendations from faculty, students, staff, and community members are encouraged. Ten percent of each year’s book budget is set aside for faculty book requests, which are given priority. Gift materials are welcome and added when appropriate to the College library collection. Librarians use selection tools such as professional library journals, publishers’ catalogs, on-line sources, instructor bibliographies, and faculty recommendations and act as liaisons to instructional divisions.

Librarians are responsible for the selection and acquisition of electronic learning resources such as on-line and CD-ROM products. The ITC installs software and maintains computer workstations, accompanying software programs, and other instructional hardware. The ITC also ensures that selected software and equipment are compatible with that already present in the College system, meet minimum College standards, and can be maintained by the ITC.

The Library Focus Group, a subcommittee of the District’s Reference Network Advisory Group (REFNAG), has representation from both college libraries. This group considers selection, cost-sharing, and maintenance of shared electronic research resources. The District and College share software/hardware maintenance responsibilities. The College maintains servers, CD-ROM towers, and software on the College network. The District is responsible for software programs that reside on the District servers.

**INFORMATION AND LEARNING RESOURCES**
The LAP/ICC does not have sufficient funding to acquire adequate educational equipment and materials.

The ITC supports campus-wide technology needs for instructional purposes. With input from faculty the equipment acquired and maintained meets minimum standards developed to support the educational program.

APPRAISAL

Faculty and staff responding to the IES generally gave high marks to selection, acquisition, and maintenance of information and learning resources. Eighty-two percent of full-time faculty responding to the survey agreed that the services from the library are satisfactory (Ref. 6.7). Fifty-nine percent of full-time faculty and 68 percent of part-time faculty agreed that the library holds books, periodical literature, media, and electronic resources sufficient in depth, diversity and currentness to support student learning. There was a strong perception that the College provides adequate training to use information and learning resources effectively (Ref. 6.8).

In the 1992 Self Study, the library was criticized for having a general collection that was out of date to support research in current events. This issue has been addressed in part by the generosity of the Associated Student Government, which has donated more than $47,000 since 1992 for the purchase of library books. In the same time span, the Friends of the Library have contributed nearly $28,000 for the purchase of information and learning resources. During 1997-1998 an additional College allocation of $56,000 was provided for library books and audiovisual materials.

Of exceptional note is the replacement of the card catalog in use during 1992 Self Study by an on-line system supplied by Data Research Associates (DRA). Nicknamed EllieCat, the on-line catalog provides comprehensive access to the book, periodical and audio-visual holdings of both Saddleback and Irvine Valley College (IVC) libraries.

Although cost-sharing for electronic resources has been a mutual goal of both colleges, the Library Focus Group of REFNAG has not been able to reach agreement on which databases will be mutually accessible, nor is there an agreement on the funding mechanism for shared resources.

Staff vacancies have impacted the day-to-day operations of the entire library. Since September, 1996, two full- and one part-time library assistants have resigned. To date only one position has been filled. Acquisition, cataloging, and processing of new materials is now more difficult and is taking longer than before. Several circulation tasks are not being carried out on a regular basis as staff focuses on checking out and renewing books and periodicals.

Current periodical subscriptions have been reduced to 350, down from 375 in 1992. (The 1992 self study reported that in 1989 current subscriptions numbered more than 600.) This loss has been only slightly offset by the acquisition of new electronic databases.

LAP staff has been actively involved in the development of the Saddleback College Technology Master Plan and the District Technology Initiative. Response to IES questions regarding the LAP and ICC reported a widespread satisfaction with their services (Ref. 6.2).
The ITC staff has performed well in meeting the goals of the District Technology Initiative. Responses to the IES supported a strong perception that the ITC is performing well despite overwhelming difficulties (Ref. 6.3). Staff shortages and vacancies in the ITC impact the installation, maintenance, and training of electronic learning resources used by the library.

**Planning Agenda**

a. The LAP/ICC will seek funding for equipment via the competitive process of the Instructional Equipment Committee.

3. **Information and learning resources are readily accessible to students, faculty, and administrators.**

**Description**

The library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations, Internet workshops, the Lariat (student newspaper), College publications, the library Web page, and printed materials. Last year librarians taught approximately 200 library orientations at the request of faculty, structured to meet specific class needs. The library also offers research skills classes. Library hours during the fall and spring semesters are 8:00 a.m. to 9:45 p.m., Monday through Thursday, 8:00 a.m. through 3:45 p.m. on Friday, and 9:00 a.m. through 1:45 p.m. on Saturday. During summer session, the hours are 8:00 a.m. through 8:45 p.m., Monday through Thursday and from 8:00 a.m. through 1:45 p.m. on Friday. Reference librarians are on duty when the library is open.

The resources of the LAP/ICC are promoted through printed materials such as the Schedule of Classes, the Lariat, flyers, posters, and bookmarks, through presentations made to student clubs and student orientations, and through faculty in-service. The LAP is open from 8:00 a.m. to 8:00 p.m., Monday through Thursday. One hundred fifty tutors provide 2,000 hours of tutoring assistance per month to Saddleback College students. Approximately 1,500 to 2,000 students use the LAP each semester. The ICC is open 35 to 40 hours per week. Between 700 and 1,000 hours of computer use is tracked each month. Approximately 700 students use the ICC each semester. Thirteen English 300 classes are held in the ICC each week.

The ITC is open to College faculty and staff Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday, 8:00 a.m. to 5:00 p.m. The ITC provides an extensive training program for faculty and staff throughout the year. The Audiovisual Circulation department moved from the Learning Resources Division to the ITC in 1996 and Audiovisual Circulation services are scheduled by contacting the ITC staff.
Responses to the IES indicated a need for improved access to learning resources by faculty and staff. Forty-four percent of staff responding disagreed that access and use of materials is easy (Ref. 6.1). Thirty-one percent of students responding to the CCSEQ said they never use the library, 57 percent never check out books, 41 percent never use the card catalog, 50 percent have never prepared a bibliography, and 41 percent have never asked a librarian for help (Ref. 6.9). One very likely explanation for these figures is that the classes surveyed may not have included a library research assignment.

Significant efforts have been made since the 1992 Accreditation Self Study to assess library skills of students taking the matriculation tests. English as a Second Language (ESL) classes have been surveyed for special needs. This has resulted in the creation of a special section for ESL-level materials on the upper floor of the library. The ESL survey results (Ref. 6.10) indicated a need for more non-fiction materials in the ESL section. The librarian responsible for selecting ESL materials has made a concerted effort to add non-fiction resources. In addition, in Spring, 1995, another librarian dedicated her sabbatical project to researching the unique library instruction needs of ESL students. The library instruction librarian developed an instructional unit for use by all English 1A classes, but not all faculty in the department chose to adopt it. All English 1A classes come to the library for a specialized orientation during the semester.

The hours of the LAP and ICC are limited due to lack of funding. Tutoring is offered 12 hours per day Monday through Thursday made possible by more than 100 volunteer tutors. Thirty-five to 40 hours of computer access are provided each week. The budget supports only 20 hours of part-time assistance in the ICC. Students need access to tutoring and computers on Fridays and Saturdays. The LAP/ICC cannot currently satisfy this need.

Fifty-four percent of faculty, staff, and administrators responding to the IES agreed that the services available for tutoring are satisfactory (Ref. 6.11).

Fifty-five percent of faculty and staff responding to the IES agreed that the ITC staff responds in a timely manner to requests for service and equipment (Ref. 6.4). Forty-six percent of faculty and staff agreed that ITC's hours of service are adequate (Ref. 6.5).

PLANNING AGENDA

a. The LAP/ICC will seek to expand its evening and Saturday hours of service as funds allow.

b. The library staff will work toward providing campus-wide access to the library's local area network and off-campus access to the on-line library catalog.
4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

DESCRIPTION

In July, 1997, the District Board of Trustees reorganized the administrative structure of the College without input from the College community. The Dean of Learning Resources was transferred to IVC and another Dean now oversees the Library, Distance Learning, Teleconferencing, the Interdisciplinary Computer Center, and the Learning Assistance Program as well as the Technology and Applied Science division, the ITC, and Technology Services for the entire campus.

The library employs seven full-time and several part-time librarians with MLS degrees (one doctorate), one secretary, three Library Technicians, four Library Assistant IIs, one full-time Library Assistant I, three part-time Library Assistant Is, one Media Services Supervisor, one Specialist Aide and several student aides. The ICC/LAP employees include one Senior Instructional Assistance Specialist and five part-time Instructional Assistance Specialists, one Specialist Aide, student aides, and numerous volunteer tutors.

The Dean oversees the Innovation and Technology Center. The ITC Director supervises two full-time Senior Lab Technicians, two full-time Instructional Assistants for Computers, two full-time User Services Analysts, two full-time and two part-time Audio-Visual Technicians. Librarians also provide basic and advanced instruction in learning to use traditional and electronic research resources in the ITC.

APPRAISAL

Response to the IES indicated broad satisfaction (64 percent) with the availability of information about and training for new technologies (Ref. 6.8). Seventy-nine percent of the respondents agreed that library services are satisfactory (Ref. 6.7). Staffing seems to be adequate in the library to satisfy faculty and staff needs. Response to the CCSEQ showed that a large percentage of students never or rarely use the library or its resources. (Ref. 6.10). A possible explanation is that not all instructors include library research in their curriculum and therefore students do not have a curriculum-related need to use the library. Another possible conclusion is that students surveyed were from classes which do not yet rely heavily upon library research for completing class assignments (e.g. ESL and some vocational classes).

While it may appear that the library is adequately staffed, it is important to note that there are several vacancies. Two full-time Library Assistant II positions are vacant. Both positions are critical to providing appropriate support to students and other users of information and learning resources.

Fifty-four percent of faculty, staff and administrators responding to the IES agreed that the services available for tutoring are satisfactory (Ref. 6.2). However, IES question 84 indicates that 41
percent of the respondents did not have enough knowledge about the ICC to know if the services were satisfactory (Ref. 6.2).

Although response to the IES reported widespread satisfaction with ITC services, there was a significant (27 percent) number of respondents not aware of ITC services (Ref. 6.12).

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

DESCRIPTION

The library's annual book budget for the last several years has remained at approximately $25,000. The periodicals budget also has been $25,000 per year. The media supply account which pays for electronic resources subscriptions has been $8,000 to $14,000 a year. At the end of each academic year this account is augmented by dedicated revenues that enable acquisition of audiovisual resources.

Supplemental funding ($47,000 since 1993) from the Associated Student Government (ASG), the Friends of the Library (nearly $28,000 since 1992), and other sources, has allowed the library to maintain an adequate level of service.

Throughout 1996 and 1997, the District Technology Initiative provided a campus-wide network of computer equipment to improve access to information and learning resources electronically. A network-based security system is being examined to secure and protect the equipment housed in the library and other campus buildings.

The LAP tutor budget has been reduced by one-half during the last ten years, from $40,000 to $20,000 annually. At the same time, the rate of pay for tutors has increased from $3.85 to $5.75 per hour.

APPRAISAL

Forty-five percent of faculty and staff responding to the IES did not agree that the College allocates sufficient financial resources to the library collection and other learning resources (Ref. 6.3). While College financial support has been level, it is important to note that, according to the 1996 Bowker Annual, over the last five years the cost of books and periodicals has increased by 15 percent and 11 percent respectively. In addition, sufficient funds for purchasing audiovisual materials for instruction have not been available. The income from the student use of copiers that had been transferred to the media supply account is now no longer available due to a new photocopy service contract. The division has been fortunate to receive additional support from the
ASG, the Friends of the Library, the College Foundation and other sources that have made it possible to maintain, secure, and improve its information and learning resources.

In Fall, 1996, the DTI was launched. By the end of 1997-1998 six million dollars will have been spent to upgrade the technology infrastructure, hardware, and software District-wide. While the infusion of these one-time funds for technology is a necessary expenditure, funds for maintenance, training, and technology upgrading are not part of the plan.

The library and learning resources budget needs to be increased on a continual basis, to a more realistic level to meet growing needs for acquisition, access, and maintenance of traditional and non-traditional resources including audiovisual materials. The Library and Learning Resources must not rely on outside funding sources for basic programmatic needs.

Fifty-four percent of faculty and staff responses to the IES agreed that LAP tutoring services are satisfactory (Ref. 6.11). This excellent service is provided mostly through the dedication of volunteer tutors. In fact, during the last several years, funding for paid tutors had decreased and more volunteer tutors are being used.

The equipment budget for the operation of the ITC is sufficient, however, concentrated demands on the existing staff have been overwhelming. The ITC needs to make an assessment of its personnel requirements and forward requests to the College.

PLANNING AGENDA

a. The library will create a dedicated budget for acquisition of audiovisual materials.

b. The ITC will address its staffing requirements with College administration.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

DESCRIPTION

Saddleback and IVC libraries have informal agreements to serve each other’s students. This is facilitated by a district-wide on-line catalog, which highlights local campus resources while also displaying those of the sister campus. Saddleback College students are informed in library orientations that all resources in the database are available to them. Students may opt to travel to the IVC Library to pick up materials or students may submit interlibrary loan requests through the
Saddleback College reference desk. Circulation staff process the requests and the items are delivered to the sister campus for student use within 48 hours. Access to the periodicals and audiovisual resources is currently limited to faculty and staff. Information about all library services is presented in the Lariat fall orientation issue and all official College publications.

Saddleback College and the California State University, Fullerton Mission Viejo (CSUF-MV) campus have formal agreements to serve each other's students. In library orientations, students are informed that once the resources of the Saddleback College and IVC libraries are exhausted they may consult the collection of the CSUF-MV Library. Saddleback College librarians verify CSUF holdings before sending students to the satellite library. All resources of the CSUF main campus library are accessible to Saddleback College students through a photocopy and courier service. All Saddleback College students have full library privileges at the CSUF Library in Fullerton through its open access policy. The Saddleback College Honors Program students have secured additional library privileges with UCI, UCLA and Chapman University libraries (Ref. 6.13).

APPRAISAL

Saddleback College and IVC libraries share book resources to benefit students at both campuses. Faculty from both campuses benefit from this cooperation because all resources regardless of location are available to them. Services to students can be improved by making periodical and audiovisual resources available as well. Staff on both campuses have access to e-mail and fax service, and it is possible to expand the current level of cooperation to include these resources.

Saddleback College students and faculty are well served by the CSUF-MV Library. Over 94 percent of requests for books or periodical articles were satisfied during the last year and a half according to statistics collected by the CSU-MV librarian (Ref. 6.14). Mission Viejo Library opened its doors to the community in October, 1997. With this new library come opportunities for cooperation to benefit all users.

PLANNING AGENDA

a. The College will pursue more cooperative interlibrary resource utilization efforts with the IVC library such as on-line requests, fax service, etc.

b. The College will establish cooperative resource sharing efforts with Mission Viejo library.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

122 STANDARD SIX
The librarians evaluate CD-ROMs, electronic resources, periodicals, reference books, and the circulating book collection regularly and systematically. Based on student requests and budget, electronic resources (CD-ROM databases) are evaluated several times during the year to determine effectiveness and value to student research and information needs. Librarian liaisons to campus divisions and/or disciplines consult with faculty in weeding the book collection and in acquiring new resources. With the DTI in full operation, information resources and services will be changing dramatically in the next two years. In Spring, 1997, the Library Focus Group of the REFNAG was formed and includes library staff from both colleges and District Information Technology staff. The group's charge is to determine which databases and information resources will be accessible through the colleges' Web sites, to evaluate vendors and resources for inclusion on the "electronic reference desk" and to centralize the costs, the deployment, and the maintenance of electronic reference resources.

Bibliographic instruction and reference statistics are used to determine the schedules of instruction librarians. Reference activity statistics are collected every semester and are reported in the division's annual report to the State Chancellor's office.

The LAP regularly seeks student feedback and faculty input about the success and impact of LAP services to students. On-going evaluation methods are surveys to students and faculty and anecdotal evidence. Data is reviewed on an ongoing basis, including the number of hours of assistance provided. Tutoring 100 student success is surveyed every semester and tutoring methods and strategies evolve and change based on these evaluations.

The ITC, with the help of the College's Institutional Technology Committee, has centralized equipment and technologies, has developed a set of standard specifications for computer hardware and software, has scheduled deployment of equipment to classrooms, labs, the library, offices and other centers, and is creating a maintenance and replacement procedure for the new equipment.

APPRAISAL

The library evaluates its information and learning resources in a variety of ways which contribute to improvement of the program. However, there is no coordinated effort to the various evaluations currently taking place.

The Library Focus Group of REFNAG is a committee at the District level which represents the interests of the Saddleback College and Irvine Valley College libraries. Efforts are being made through this committee to coordinate and synchronize library-related technology for both campuses. REFNAG needs to become a more effective representative for both libraries at the District level.

The evaluation methods presently in place (surveys and interviews with students) are time-consuming, especially in light of the fact that statistics are gathered manually and then analyzed. The implementation of new information management systems will provide easier and more
accurate tracking of students and will also be able to provide more information on student success than is currently available.

Because it is so new, the ITC does not yet have in place a systematic evaluation process for its services. It does, however, respond to curriculum-driven changes by updating and replacing computer software. The ITC is currently completing the deployment of the DTI and has plans to address the adequacy and effectiveness of its services by drafting and implementing a process for systematic evaluation.

PLANNING AGENDA

a. The library will coordinate the evaluation of its resources and services with program review.
DOCUMENTS

6.1 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 75
6.2 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 82 and 84
6.3 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 72
6.4 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 73
6.5 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 76
6.6 Library Collection Development Policy, BP 6132
6.7 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 79
6.8 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 74
6.9 Community College Student Experience Questionnaire, Questions 1, 3, 4, and 5
6.10 ESL Survey
6.11 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 82
6.12 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 80
6.13 Honors Students Library Privileges
6.14 CSU-MV Library Survey
The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social and economic backgrounds by making positive efforts to foster such diversity.

A. QUALIFICATION AND SELECTION

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.
DESCRIPTION

It is the goal of the institution that staff be sufficient in number and diversity to provide effective instruction, student services, support services, and administration. Saddleback College carefully selects its faculty, administrators, and classified staff in order to meet the educational objectives of the institution. Due to fiscal restraints the College is not replacing vacancies as they occur. There are over 30 faculty vacancies and over 20 vacancies in the classified staff as well as several vacancies in administrative staff.

The College has created a process for prioritizing full-time faculty and classified positions in order to support programs and services when critical staffing situations arise or funds become available to support hiring.

APPRAISAL

There is a perception that staffing levels at Saddleback College are not sufficient to maintain program integrity, student services, support services, learning resources, and administration. Approximately 50 percent of the respondents to the Institutional Effectiveness Survey (IES) felt that the current number of faculty and classified personnel in their divisions is not appropriate to meet the educational goals of students (Ref. 7.1). As an example, the Liberal Arts division experiences a staggering ratio of approximately four part-time to one full-time faculty. The majority of full-time vacancies in all employment groups have not been replaced. The non-replacement of staff has resulted in heavier reliance on fewer full-time employees to carry out day-to-day tasks. Prior to the administrative reorganization imposed by the Board of Trustees in July, 1997, approximately 75 percent of the respondents to the IES agreed that there were a sufficient number of administrators to provide effective instructional and support services (Ref. 7.2). This survey, however, was administered to the College community in May, 1997, and since then, faculty reports to the Academic Senate have documented the negative impact on instructional programs and support services brought about by the administrative reorganization (particularly the removal of Deans and/or the change in their areas of responsibility) and by the reduction in reassigned time for chairs. Nearly 50 percent of respondents did not believe that the College maintains a sufficient number of classified staff overall to provide effective instructional and support services (Ref. 7.3).

PLANNING AGENDA

a. The College will maintain current staffing levels and seek to improve the full-time to part-time faculty ratios.

b. The College will maintain current staffing levels and will, as funds allow, fill classified vacancies.

c. The College will seek to insure more equity in the administrative workload. The College will maintain current staffing levels and will, as funds allow, hire more administrators.
A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

DESCRIPTION

The minimum qualifications for faculty are defined by Title V. The application and selection processes are defined by District policy.

The selection criteria for full-time faculty are determined by the division, the appropriate Vice-President and the College President. Job announcements which list the selection criteria are published in standard journals and periodicals and widely advertised. The Board of Trustees has elected to change the effective past practices for hiring senior administrators through the Vice-President level. The new policy allows the Board of Trustees to participate in any level of the hiring process, including making the final decision (Ref. 7.4). Classified job descriptions in existence at the time of the 1991 reclassification study were approved at that time. The job description for any position established since then was written by the division and approved by the appropriate bargaining unit and through the administrative process. Classified job listings are distributed throughout the College and to the public through an established mailing list. Additional advertisements are placed in publications as appropriate. Applicants for all faculty, administrative and classified positions are paper screened, interviewed and selected on the basis of these published criteria.

The College president oversees the implementation of the hiring policy. Each applicant must meet the minimum qualification requirements as established by the Statewide Academic Senate and adopted by the California Community College Board of Governors. The objectives of the hiring policy ensure that the District hires candidates who are fully qualified and competent as judged by their peers and potential supervisors, and that the hiring process is conducted in a consistent and uniform manner.

In accordance with institutional objectives, an affirmative action officer is a member of each hiring committee. Prior to the approval of the official position announcement, the affirmative action officer establishes a goal using data from the State Chancellor’s office (as per the District affirmative action plan) for race, ethnic, and gender diversity for the position.

APPRAISAL

The Office of Human Resources is responsible for the advertisement of all job announcements, however, specialized advertising for faculty positions is many times referred back to the division. Since division budgets are allocated for instructional purposes, adequate advertising does not
always occur. Commitment by the Board of Trustees to funding for faculty positions does not come in a timely enough manner to advertise effectively for a satisfactory pool of candidates.

PLANNING AGENDA

a. The College will encourage the District to allocate sufficient funding for specialized advertising of tenure-track faculty positions.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

DESCRIPTION

Knowledge of the subject matter is the principal criterion for the selection of faculty and procedures for the selection of all personnel are clearly stated and directly related to institutional objectives. To ensure that the faculty member selected has knowledge of the subject matter, the ability to teach effectively, and the potential to contribute to the mission of the College, applicants undergo a rigorous hiring process. The first step of the hiring process is the screening of the applicant files, during which the candidates are scored and ranked. The departmental hiring committee interviews top candidates, based on those who best meet the criteria and qualifications. The provisional finalists are chosen by the committee and their references checked. The President and Vice-President for Instruction interview the finalists and make the final selection. This complex hiring process helps to ensure that the best candidate is selected for the position.

APPRAISAL

Responses to the IES indicated that a large percentage of those polled (approximately 63 percent) agree that the hiring process encourages selection of the best qualified individuals for full-time faculty positions (Ref. 7.5). Fifty-seven percent of the respondents held the same opinion for part-time faculty hiring (Ref. 7.6).
A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

A list of full-time faculty and administrators, the degrees they hold, and the names of the granting institutions, is published annually in the Saddleback College Catalog. All degrees are from accredited institutions. Equivalency is established if the degree held is from an institution outside the United States.

APPRAISAL

This process has historically served the District satisfactorily.

B. EVALUATION

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

DESCRIPTION

The College has established procedures and criteria regarding evaluation of all staff groups. Faculty are evaluated once every three years. Part-time faculty are evaluated within the first year of employment and once every six semesters thereafter. For each category of staff there is a formal performance evaluation review form which is completed by the appropriate administrator or supervisor, in accordance with respective collective bargaining agreements. There is a student evaluation process that may be utilized by faculty at their option. While recognizing that faculty evaluation is currently a contractual item, the Saddleback College Academic Senate is currently reviewing a peer evaluation process developed and passed by the Academic Senate at Irvine Valley College (IVC). The Vice President for Instruction evaluates division Deans and the President of the College evaluates the Vice President for Instruction and the Vice President for Student Services.

The evaluation process for classified staff is not clearly defined in the collective bargaining agreement. There are no definitive guidelines stated regarding who actually evaluates an employee's performance. In many areas of the College, classified staff are evaluated by a division.
Dean and not by a direct supervisor. In some instances, evaluations are performed by a faculty member serving as a department chair and forwarded to the division Dean for approval. Evaluations are done on a yearly basis for classified employees beyond their probationary period of employment as directed by past practice.

APPRAISAL

Faculty evaluation procedures are a contractual item. The District adheres to the provisions of California Education Code 87663 regarding those special districts in which faculty evaluation procedures are collectively bargained. Peer evaluation is an option offered to faculty undergoing evaluation, but it is not required.

Historically, concerns have been expressed that evaluations of part-time faculty and part-time classified staff are not always communicated in a timely or systematic fashion. At this time there is a problem getting evaluations done at all in the absence of chairs and under the guidance of overworked Deans lacking the time and discipline-related expertise to make such evaluations. The current Board concept of 'Deans as generalists' does not allow for the kind of discipline-specific evaluations necessary in measuring both quality of performance and adaptations of current trends in the discipline. Because of these problems, the effort to maintain the quality of part-time faculty may be compromised.

Classified employee evaluations are not guided by contractual terms or by Board Policy. Due to the July, 1997, administrative reorganization, the areas of responsibility for Deans has been greatly expanded, resulting in Deans evaluating employees with whose work they are not familiar.

PLANNING AGENDA

a. The College will recommend that the District implement a tracking procedure for classified evaluation to ensure that they are completed in a timely fashion.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

DESCRIPTION

The evaluation instruments for all employee groups stress effectiveness of performance and encourage personal and institutional improvement. The goal of the faculty evaluation process is to encourage teaching excellence. A similar process is in place for the evaluation of academic division deans. A written summary of administrative effectiveness is developed by the Vice President for Instruction and reviewed by the administrator and the Vice President. A similar process is
also used by the Vice President for Student Services to evaluate the administrators who serve under the aegis of Student Services.

The goal of the classified evaluation process is to encourage increased job knowledge, quality and quantity of work, and successful interaction with other employees, students, and the general public.

**APPRAISAL**

The instructor evaluation form has not changed significantly over a number of years. Many faculty have expressed a desire that the evaluation form be made more indicative of instructor teaching effectiveness and professional development, however, this is a collective bargaining item.

At the classified level, there are concerns that supervisors do not always integrate the written evaluation into the total supervisory process to make it a tool for employee improvement. Severe reductions in classified staffing levels have resulted in increased workloads for many employees. The evaluation process does not reflect this, particularly in the areas of quality and quantity of work accomplished.

**B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.**

**DESCRIPTION**

The criteria utilized for the evaluation of faculty (Ref. 7.7) assess not only knowledge of the subject taught, but instructor attitude towards the subject, students, and the College and community. The evaluation provides for administrator comment on commendable techniques and qualities, and takes into account instructor attendance and record keeping.

**APPRAISAL**

Faculty concerns relate to the apparent lack of depth in evaluations and to their lack of usefulness as a tool for teaching improvement. This relates directly to the content and structure of the evaluation report form itself. Except for the space allotted for administrator comments, there is no place on the form where an evaluator might address teaching effectiveness, scholarship or participation in institutional service. Concern has been expressed that evaluations of part-time faculty are not always communicated to the employee in a timely or systematic fashion. In addi-
tion and more importantly, as noted above, there are problems in getting evaluations done at all appropriate to areas of expertise.

C. STAFF DEVELOPMENT

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

DESCRIPTION
Faculty, classified and administrative personnel are encouraged and provided opportunities to participate in staff development seminars and workshops. Funds provided by the state are made available for professional development. Applications are reviewed by a staff development committee comprised of members of the same employment category. Faculty are also afforded "flex time" to attend professional development activities presented at times other than the designated In-Service weeks at the beginning of each semester.

APPRAISAL
Staff development committees (administration, classified leadership, faculty, and classified) provide an important mechanism for distribution of staff development funding. There have been some concerns voiced, however, that the distribution of faculty development funds seems inequitable. Both the Faculty and the Classified Staff Development Committees have published guidelines in place which limit the total amount of funding one faculty or staff member may receive within one academic year. Monies allocated in one cycle which go unused are rolled over into the next cycle of funding. This makes it difficult to apportion funds evenly for each of the four faculty and ten classified granting cycles. Also, the number of requests for funding changes at different times of the year and this makes precise, equal apportioning of funds nearly impossible to achieve. Some faculty perceive that the criteria for the grant process need to be fine-tuned to reflect relevance to instruction as an important factor in funding.

Approximately 40 percent of all the respondents (faculty, staff, and administrators) to the IES did not have enough knowledge about the availability of staff development funds to take advantage of them (Ref. 7.8).

PLANNING AGENDA
a. The Faculty Development Committee will review the judging criteria for allocation of funds.
C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTION
The Faculty Development Committee and the Classified Staff Development Committee each conduct annual surveys to determine the types of staff development activities desired for the coming year. Requests for funding are reviewed by staff development committees comprised of members of the same employment groups. These committees plan and execute staff development activities. Requests to present programs during In-Service are submitted to the administration for information prior to a formal program being created. All participants are required to submit written evaluations of all funded activities.

APPRAISAL
The planning and evaluation of staff development programs has been quite successful, with considerable input from all levels of employees. Faculty programs attempt to focus on a theme which is carried through the In-Service week. At the end of the week, all staff receive an evaluation form to fill out and return which assesses the success of the current In-Service week and solicits topic suggestions for the next In-Service program.

D. GENERAL PERSONNEL PROVISIONS

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION
A written policy, consistent with Accrediting Commission Policy on Non-Discrimination and diversity and the California Education Code, exists to ensure equity in all employment procedures. An Affirmative Action Plan (Ref. 7.9) has been established and distributed to keep the institution aware of what is needed to meet its staff-diversity goals. An affirmative action officer serves on all District hiring committees.

FACULTY AND STAFF
Several Board Policies (BP 4000, 4000.5, 4001) (Ref. 7.10) regarding employment practices for academic and classified personnel were revised in 1993 and 1994. They conform to appropriate laws addressing staff diversity and provide for a work environment free from prejudice and inequity. The College is vigilant regarding the impact of legislation on employment diversity issues. Written employment policies are designed to ensure fairness in all procedures.

**D.2** The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

**DESCRIPTION**

Employment equity assessments and achievement reports are completed on a regular basis.

**APPRAISAL**

The goals and timetables for employment equity are not regularly revised. In light of the recent administrative reorganization, these goals and timetables need reevaluation.

**D.3** Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

**DESCRIPTION**

The development of personnel policies is part of the shared governance process. Procedures for the selection of all personnel are clearly stated and directly related to institutional objectives. Job descriptions for all staff positions are available in the Office of Human Resources and are adhered to in all selection procedures.

**APPRAISAL**

Eighty percent of the respondents to the IES believed that the College's hiring procedures encourage the selection of the best qualified individuals for vacant positions (Ref. 7.11). The recent action of the Board of Trustees to create a new hiring policy for senior administrators,
however, has caused some concern about possible favoritism, and casts doubt on whether hiring policies are equitably administered.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

DESCRIPTION
Federal and state law, the Education Code, employee agreements and Board policies regulate privacy of information concerning employees.

APPRAISAL
Provision for confidentiality of personnel records is clearly stated in the Employment Procedures Manual, Administrative Regulations, Administrative Handbook, the Education Code, and the collective bargaining agreements and the District carefully follows those guidelines. The District has constructed a series of electronic firewalls in the District computer information network to protect the security and confidentiality of personnel records. To date, there have been no complaints or grievances filed concerning the accuracy or confidentiality of personnel records.
DOCUMENTS

7.1  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 85 and 86
7.2  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 98
7.3  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 97
7.4  Board of Trustees Hiring Policy
7.5  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 100
7.6  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 101
7.7  Academic Employee Master Agreement 1991-1994, Appendix A
7.8  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 106 through 110
7.9  Affirmative Action Plan
7.10 Board Policies 4000, 4000.5, 10240001
7.11 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 100 through 103
STANDARD EIGHT

PHYSICAL RESOURCES

Harry Parmer  Faculty (Associate)/Classified Leadership (Chair)
Doug Barr  Administration
Cloyce Kelly  Classified
Tom Morgan  Faculty
John Ozurovich  Administration

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Description

Saddleback College is a campus which provides facilities for instruction, student services, a learning resource center, physical education and athletics programs, community education, and for administration and staff. According to the 1997 Space Inventory Report (Ref. 8.1), the campus comprises a total of 608,641 gross square feet with an assignable area of 434,855 square feet. In addition, over 50 off-campus locations, including Leisure World, are utilized for instructional and community education programs.

Saddleback College uses a variety of methods to provide adequate physical resources to support its educational program offerings. These range from temporary facility rentals for required classroom space to redesignating existing facility space for higher priority usage. The College
recently acquired an additional 1500 square feet of instructional space to meet critical needs of the Health Services Programs.

The campus grounds of over 200 acres include the outdoor amphitheater at the Technology and Applied Science building and are used as outdoor laboratories or classrooms by several classes, such as Environmental Studies and Horticulture. In addition, several athletic and practice fields are used by the athletic and physical education programs.

APPRAISAL

In spite of the facilities presently available, there is a shortage of classroom space during the peak hours of 9:00 am to 1:00 p.m., Monday through Thursday. This situation is reflected in the responses to the Institutional Effectiveness Survey (IES). Only 38 percent of the staff surveyed agreed that adequate office, conference and storage space is available on the campus (Ref. 8.2). However, over 60 percent of the staff responding to the survey believed that parking for students and staff is adequate. In addition, over 54 percent of the students surveyed felt that Saddleback College solicits and considers student input when making decisions regarding facilities changes (Ref. 8.3). The IES also indicated that the vast majority of the staff who are familiar with off-campus facilities agreed that these facilities are adequate (Ref. 8.4).

PLANNING AGENDA

1. The District Office of Facilities Planning will address new facilities needs in its Five-Year Construction Plan for the South Orange County Community College District (SOCCCD).

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

DESCRIPTION

Saddleback College uses a computerized maintenance management system for scheduling all work requests and preventive maintenance work orders. The preventive maintenance program at the College, which is continually monitored and reviewed, has been greatly expanded since the last self study and now covers most of the equipment that supports the operation of the College (Ref. 8.5). In addition, Maintenance and Operations and Support Services (MOSS) generates monthly workload study reports regarding the maintenance staff (Ref. 8.6).
Maintenance functions were decentralized in 1993 from the District Offices and reassigned to the College level. Each college is responsible for all its own maintenance, operations and support services. To address the specific needs of Saddleback College, MOSS was reorganized to increase organizational flexibility and accountability. A Facilities and Physical Plant Committee comprised of faculty and staff has been established to identify and prioritize capital improvements and maintenance projects.

Saddleback College supports an aggressive energy conservation program. Since the last self study, the College has implemented several energy conservation projects, including the installation of energy-efficient lighting, irrigation, heating, ventilation, and air conditioning systems. The College also implemented an alternate utility rate structure to reduce its energy costs. These efforts have resulted in annual savings of $300,000.

APPRASAL

The Community College Student Experience Questionnaire (CCSEQ) indicated that 85 percent of the students responding believed that the College provides a safe and secure environment (Ref. 8.7). In addition, over 67 percent of the respondents believed that the College provides equipment and facilities that are in satisfactory condition (Ref. 8.8).

From the Institutional Effectiveness Survey (IES), over 56 percent of those responding agreed that the operations of College support services are adequate (Ref. 8.9). The survey indicated that 41 percent of the respondents agreed that the College provided an efficient work and study environment (Ref. 8.10).

Some of the facilities were poorly designed and have construction flaws. Many of the facilities are over 25 years old and have deteriorated. MOSS staffing levels have been reduced and equipment replacement for MOSS has been lacking.

Organizational constraints have compounded this situation by separating the responsibilities for new construction and for maintenance of facilities. This situation creates demands from areas that have different priorities. At times, decisions are made without considering the life-cycle costs of the facilities. To address this, the Board of Trustees has approved the issuance of Certificates of Participation funds which include $3,500,000 for several maintenance projects. In addition, the state has approved more of the College's deferred maintenance projects resulting in increased funding. Many of these projects have been completed or are in the process of being completed. Scheduling these projects and minimizing the impact on the College's programs presents an ongoing challenge.

PLANNING AGENDA

a. The College, working with the District, will review the current decision-making process for the design and construction of new projects to formalize a review and approval process.
3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

DESCRIPTION

MOSS is responsible for addressing access and healthful environment issues. MOSS works closely with the District Office of Risk Management whenever health concerns or issues are brought to its attention. On several occasions the College has performed air and water sampling to ensure a healthful environment in its facilities.

MOSS also works closely with the Office of Special Services in addressing access issues for the College community. The Office of Special Services assists in establishing and prioritizing projects for the removal of architectural barriers to provide easier access for students with disabilities. In addition, MOSS consults with the Office of Special Services on facilities modifications to ensure that needs for special access are met.

Saddleback College places a very high priority on public safety, occupational health and safety, risk management, and disaster preparedness planning. The College explains its public safety policies and procedures in a brochure that is widely distributed throughout the College community (Ref. 8.11). Topics covered include controlling facility access, implementing crime prevention and awareness programs, and informing the campus community with timely and relevant information whenever a potential public threat exists. In a continuing public safety effort, Campus Safety and Security works closely with other state and municipal law enforcement agencies to provide the campus community with high quality preventive and protective services. Campus Safety and Security also elicits the cooperation and participation of all members of the College community in working together to make the campus a safe environment.

The College Safety Committee meets on a monthly basis to examine existing safety and occupational health policies and procedures and to make recommendations to the President for change. The Safety Committee works closely with the District's insurance carrier, risk manager, and with MOSS to identify and correct potential occupational health and safety problems. In 1996-1997, nearly $220,000 was allocated to upgrade laboratory exhaust fans and climate control equipment. Over $80,000 was expended to improve campus walkway and parking lot lighting, and over $45,000 was expended to improve classroom lighting. For the fiscal year 1997-1998 over $125,000 was budgeted for improvements to the emergency lighting systems. In addition, funding was approved and a contract awarded to upgrade campus walkways, door hardware and automated doors to meet ADA guidelines at a cost of over $325,000. In the continuing efforts to
manage risks, another $1,500,000 is budgeted to correct known and foreseeable hazards, which also reduces the College's exposure to civil liability.

College disaster-preparedness plans have been reviewed and revised to comply with the state's implementation of the Standard Emergency Management Systems (SEMS). The College has conducted five disaster drills over the past two years, and plans to continue this effort in future years. The College Emergency Action Procedure flip chart, located in every room on campus, was revised and distributed during Spring semester, 1998 (Ref. 8.12).

In association with both the District's insurance carrier and risk manager, comprehensive annual safety inspections of the campus are conducted. Insurance carrier inspectors conduct these inspections and supply detailed descriptions of every potential hazard and its level of risk. The insurance carrier is in the process of completing a Business Plan for the College which identifies location, type, and quantity of hazardous material throughout the campus. The District has also completed an Illness and Injury Prevention Plan.

APPRAISAL

Over 69 percent of the students surveyed indicated that the College provides for a safe, secure and healthful environment (Ref. 8.7). In addition, over 67 percent indicated that the condition of the College's facilities is satisfactory (Ref. 8.8).

The IES addressed many health and safety issues, including adequate light levels at night for access paths and parking lots, sufficient campus directional signs, adequate provisions for the handling and storage of hazardous materials, and the location and number of emergency call boxes. In all cases the vast majority of the staff who responded and felt they had adequate knowledge indicated that these health and safety issues were addressed adequately by the College. Respondents to the IES also exhibited a belief that the instructional labs and studios adequately provided for the health and safety of the students, faculty, and staff. Over 60 percent of the staff responding were aware that programs dealing with safety, security, and disaster planning were active at the College, and over 61 percent of the staff believed that adequate provisions are made for the health and safety of their work environment (Ref. 8.13).

4. **Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.**

DESCRIPTION

The College Equipment Committee prioritizes the selection and replacement of equipment. The majority of the College's equipment expenditures are categorically funded and by definition
exclude non-instructional equipment. Acquisitions and upgrades of equipment for both Main-
nance and Grounds and Safety and Security are considered at the beginning of each fiscal year.

The District and Saddleback College have undertaken the task of upgrading and improving
technological resources for the classroom, faculty, and staff. This project involved the installation
of a campus-wide computer network, workstations, network servers, software, and technical
support for the hardware and software. The District Technology Initiative budget was established
at $6 million, with just over $1.5 million allocated exclusively for Saddleback College for hardware.

The Innovation and Technology Center maintains an inventory of audio visual and computer
technology equipment. The District conducts a comprehensive annual inventory of existing
equipment valued over $500.

APPRAISAL

Student response to the CCSEQ indicated that 67 percent believed that the condition of the
College's equipment is satisfactory (Ref. 8.7). Faculty and staff response to the IES, however, indi-
cated that security of equipment and replacement of equipment is a problem. Almost 50 percent
of the staff responding to the survey felt that valuable equipment is not sufficiently secured (Ref.
8.14).

The IES also revealed that over 54 percent of the staff did not believe that there is a systematic
process to replace equipment that supports the educational programs and services of the Col-
lege (Ref. 8.15). The College employs a systematic process for equipment replacement, however, it
is obvious from responses to the IES that faculty and staff were not aware of this process.

Because the College purchases most of its equipment with state instructional equipment funds
restricted to instructional and limited student service use, the needs for non-instructional equip-
ment have not been adequately addressed for several years. The District's inventory system is
inaccurate, unwieldy, and is not a useful resource tool because of its limited reporting capabilities.

PLANNING AGENDA

a. The Equipment Committee will establish a prioritized list of non-instructional equipment
   needs.

b. The College will recommend that the District establish an updated and easily accessible inven-
tory procedure.

STANDARD EIGHT
5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

DESCRIPTION

The District's Education and Facilities Master Planning process supports the institutional goals of Saddleback College. The original Educational and Facilities Master Plan was adopted by the SOCCCD Board of Trustees in May, 1996. A revised plan was the result of nine months of work by this District-wide committee. The Steering Committee solicited and received input from all shared governance units of both colleges. The Educational and Facilities Master Plan undergoes annual review by the Board of Trustees.

The Facilities Master Plan for Saddleback College is designed as a physical interpretation of the Educational Master Plan and guides future development. The identification of projected weekly student contact hours (WSCH) for a build-out of 28,000 students at Saddleback College was translated into space requirements, and through a series of steps, the Facilities Master Plan was developed. The final plan presents a campus model that will meet the needs of the maximum enrollment at the College.

APPRAISAL

Responses to the IES indicated that only 37 percent of the faculty and staff polled were aware that the District has undertaken and completed the task of developing an Educational and Facilities Master Plan which ensures that the College's present and future facilities needs are addressed (Ref. 8.16). The process and the updated plan need to be explained and more widely disseminated to the staff. The Educational and Facilities Master Plan itself is a valuable and necessary tool for making facility decisions.

The physical resource planning process would be improved by including more emphasis on safety and security issues.

A formalized and scheduled review of the plan should be established.

PLANNING AGENDA

a. The College will recommend a joint effort with the District to disseminate updated information about the Educational and Facilities Master Plan (and the process used to create it) to the College community.

b. The College will recommend that the District implement a formal joint review process for the Educational and Facilities Master Plan.
DOCUMENTS

8.1  1997 Space Inventory Report
8.2  Saddleback College Accreditation '98 Institutional Effective Survey, Question 123
8.3  Community College Student Experience Questionnaire Additional Question 10
8.4  Saddleback College Accreditation '98 Institutional Effective Survey, Question 125
8.5  Preventive Maintenance Program
8.6  Monthly Maintenance Workload Study Reports
8.7  Community College Student Experience Questionnaire Additional Question 13
8.8  Community College Student Experience Questionnaire Additional Question 14
8.9  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 129
8.10 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 124
8.11 Your Right to Know - Student Information Brochure
8.12 Saddleback College Emergency Action Procedure Flip Chart
8.13 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 132 and 133
8.14 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 127
8.15 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 128
8.16 Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 134
STANDARD NINE

FINANCIAL RESOURCES

Carol Hilton       Classified Leadership (Chair)
Dixie Bullock     Administration
Bob Cosgrove      Faculty
Adrian Craciun    Student
Cal Nelson        Faculty
Armando Ruiz      Faculty
Katie Slavin      Classified Leadership
Linda Wood        Classified
Sharon Yost       Classified

The institution has adequate financial resources to achieve, maintain and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. FINANCIAL PLANNING

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.
DESCRIPTION

The budget allocation model (revenue-based), drives all District-wide financial planning. Expenditure needs are not considered in this revenue-based formula. Generally, the number of full-time equivalent students educated at the College determines the income allocation to the College.

Saddleback College's Strategic Plan that was developed through the shared governance process in 1995-1996 and identifies institutional goals. College committees, primarily the President's Council, Dean's Cabinet, and the Academic Senate, meet regularly and make planning recommendations.

The College Budget Committee, comprised of administrators, faculty, and staff, who are also representatives of the Dean's Cabinet, Academic Senate, Classified Senate, Associated Student Government, and Classified Leadership, meets and makes budget allocation recommendations.

APPRAISAL

The College has been operating under severe financial constraints with a high percentage of resources (over 90 percent) allocated to salaries and benefits in 1997-1998 (Ref. 9.1). This limits the ability of the College to allocate unrestricted funds in a manner that supports institutional goals, however, institutional goals have been taken into consideration where there is some financial flexibility, such as classified and faculty replacements, transfers of personnel, and allocation of restricted resources such as Certificates of Participation (COPS), and state equipment funds. At its July 16, 1997, meeting, the Board of Trustees unilaterally took action to transfer five Saddleback College Deans to Irvine Valley College (IVC). This action disrupted College financial planning, and its long-term effect on College institutional planning efforts is not yet known. At the District level, the allocation of resources to both colleges does not take into account institutional plans, because resources are allocated purely on a revenue-based formula (Ref. 9.2).

The Classified Staffing Committee and the Equipment Committee were established at the recommendation of the College Budget Committee and have been operating effectively. The College Technology Committee, which makes recommendations on the expenditure of College technology funds (funds supplied through the issue of COPS) and has representation on the District Technology Committee, has also been effective. These committees have promoted College involvement in the allocation of College financial resources. Many of the members on these committees were also involved in the development of the College's Strategic Plan. Recommendations from all these committees and from the College Budget Committee are presented to the President's Council, a forum in which institutional goals and the allocation of resources are discussed.
A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

DESCRIPTION

The District receives its funding from the state under a Program Based Funding (PBF) formula. Primarily funding is tied to the number of students enrolled in credit and non-credit programs. Additionally, the College receives categorical funding from the state that is based on the number of students served by programs such as Matriculation, Extended Opportunity Programs and Services (EOPS), and Disabled Student Programs and Services (Special Services). The funding levels applied to the PBF formula and to certain categorical programs are decided by the State. The California Community Colleges do not have sufficient resources to fund themselves at 100 percent of the calculated "standard." The South Orange County Community College District (SOCCCD) is funded at just over 55 percent of the state-calculated standard. The College also collects local fees such as parking, student, and Community Education fees.

The College has limited control over resident tuition rates and cannot generate additional revenue from students in excess of the state allocation, except for some material fees and non-resident tuition fees. Non-resident tuition fees are retained by the District and fee amounts are established annually and approved by the Board of Trustees.

APPRAISAL

The SOCCCD plans budgets based on realistic assessments of available resources. This is evidenced in the allocations made through the budget allocation model at the time of the adopted budget, as compared to the state apportionment report. The District Resources Allocation Committee (DRAC), with representation from the College, makes recommendations regarding the allocation of funds within the District budget allocation model. The Vice Chancellor of Fiscal Services completes a Five Year Fiscal Projection (Ref. 9.3), which estimates income and expenditures within the district for a five year period. This document is revised periodically and is a useful resource. Revenue estimates are conservative, and as data and other information about enrollments, ending balances, and the state budget becomes available, revenue estimates are revised incrementally. The College budgets its expenditures based on income projections, taking into account growth requirements, negotiated collective bargaining issues, step and column increases for existing personnel, plans for new personnel, changes in utility expenditures and other items that affect expenditures within the budget. The College does not maintain a contingency because income is typically barely sufficient to fund ongoing needs. A contingency fund is maintained at the District, and the amount is recommended by DRAC and approved by the Board of Trustees. The College has quantified needs that have been assessed through various shared governance
groups, and as income becomes available, funds are applied to those needs. Categorical programs are budgeted conservatively, at a minimum guaranteed level, until a state allocation is provided.

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

DESCRIPTION

Saddleback College developed a Strategic Plan for 1996-1999 consisting of recommendations regarding the College's philosophy and goals, organizational structure, institutional staffing, balance of programs and educational plan, program review, facilities and the physical plant, and an institutional survey. The District developed a 1996 Educational Master Plan and an Educational and Facilities Master Plan for the Saddleback Community College District (now the South Orange County Community College District), with projections for the next 20 years.

The College Facilities Committee, chaired by the Director of Maintenance and Operations, establishes and maintains a prioritized Facilities Project List for retrofitting and deferred maintenance projects, small capital improvement projects, and special projects under COPS funding.

For state-funded projects, the District's Director/Purchasing Director/Facilities Planning prepares the five-year Facilities Plan which is submitted to the state. The District Director confers with the College President to review, update, and add to the requests from the College.

APPRAISAL

The District created its Educational and Facilities Master Plan in response to a state mandate, and future facilities funding, paid for by the state, will be tied to such a plan.

There has been no on-going formal mechanism by which the College and District together plan for facilities. Because the District offices are located on the Saddleback College campus, there is a continuing struggle for space allocation and control. District actions that illustrate this are the location of the golf driving range and the baseball stadium on the Saddleback College campus, which were initially developed with little input from the College community. Financial data relating to these facilities is maintained by the District. There are no examples of such District-controlled facilities at IVC.

Currently, there is no clear process by which the colleges and the District work together. The District is responsible for the development of new facilities and allows limited College input to the decisions, yet maintenance of the facilities remains a College responsibility. The College believes that the greater responsibility for developing new facilities should lie with the College
since it is ultimately responsible for maintenance and upkeep. Under the current procedure, buildings are constructed and modified with little consideration of life-cycle costs and the College is responsible for funding upkeep costs once the buildings are completed.

There are residual concerns regarding the lease of property to third parties by the District (e.g., the Cox cable agreement and the lease of space at the top of the library building to various entities). The income from these agreements goes to District services, not to Saddleback College, while any such agreements at IVC benefit that college directly. There are no clear guidelines as to how the monies generated from lease agreements are distributed among the colleges and the District.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

DESCRIPTION

Budget development is guided by state requirements for filing tentative and final budgets. The District publishes annual budget development guidelines. The College Budget Committee membership includes representatives from all shared governance groups.

The College budget allocation model follows a defined, documented process. A Classified Staffing Committee determines the priority of classified staff replacements and new positions. The Deans' Cabinet and the Academic Senate determine the priority of faculty replacements and new positions. The Academic Senate established a standing committee and developed a process for determining hiring priorities for full-time faculty positions during the Spring, 1997, semester. The Equipment Committee prioritizes new and replacement equipment requests. The District Technology Committee makes recommendations on the allocation of the COPS funds available for technology. Similarly, the College Facilities Planning Committee recommends the priority for deferred maintenance and facility projects.

Recommendations from all these groups are presented to the President's Council and subsequently to the President for approval. The President's Council is representative of all governance groups and open to all who wish to attend.

APPRAISAL

Budget development guidelines are revised each year and issued as the process begins. These guidelines clearly delineate the budget development process from beginning to end and are routinely followed (Ref. 9.4). The College's Strategic Plan (Ref. 9.5) is supported by prioritized needs in specific areas such as staffing. College staff are frustrated in the fact that often, when they
participate in committees that develop plans and delineate priorities, those plans are priorities are sometimes ignored or minimally implemented because of a lack of available financial resources. In recent years, vacancies in classified staff and faculty have grown faster than replacements have occurred (Ref. 9.6). The resulting savings have been used to balance the College budget. The College Budget Committee has reviewed the allocation patterns for the disbursement of discretionary funds (supplies/materials/contract services) which are allocated based on an established formula. The Budget Committee concluded that it would be inappropriate to take from one division in order to give to another. This would be the only way to adjust discretionary allocations because funds have not been available in recent years to increase the discretionary portion of the budget. The College committees that develop guidelines and processes have clearly documented these processes.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

DESCRIPTION

There are several District-wide committees that make recommendations regarding financial plans and budgets. These are the District Resources Allocation Committee (DRAC), the Fiscal Resources Advisory Committee (FRAC) and the Certificates of Participation (COPS) Committee.

The DRAC recommends District-wide budget allocations. These recommendations are forwarded to the Chancellor and then to the Board of Trustees for approval.

The FRAC is comprised of members from shared governance units, the California Schools Employment Association (CSEA), and the California Teachers Association (CTA). Their charge is to advise the District on the fiscal condition of the District.

The District presented plans to meet recognized infrastructure, maintenance, and technology needs to the colleges, with funding to be obtained through Certificates of Participation. The colleges provided input on the priority of the projects and the two Academic Senates clarified a procedure for allocation of funds and repayment. A COPS Committee was then formed, whose role was to make recommendations regarding the expenditure of the COPS funds, and to identify which budget unit, i.e., IVC, Saddleback College, or District Services, is responsible for what portion of the repayment.

Recommendations from the College Budget Committee, the Equipment Committee, the Classified Prioritization Committee, the Facilities Planning Committee, and the District Technology Initiative Committee are passed through the President's Council to the President.
APPRaisal

Official College committees are clearly representative of all College groups. Administrators, faculty, and support staff have opportunities to participate in the development of financial plans and budgets. Although individuals are appointed to committees, they sometimes do not attend meetings (e.g., College Budget/DRAC/FRAC/COPS). It is often difficult for faculty and students to attend meetings, particularly during the summer when many budget recommendations are being made. The responses to the Institutional Effectiveness Survey (IES) showed that the majority of staff agreed that they have opportunities for participation in the development of plans and budgets in their respective shared governance groups (Ref. 9.7). College divisions may not regularly include classified participants in division meetings where budget allocations are reviewed. Participation on committees at the District level has improved since the last accreditation, although decisions are sometimes made without recommendations or input from the colleges. The issue of the Certificates of Participation is a prime example. The colleges will fund the repayment of the COPS, and have been involved in discussions as to how that will occur, but neither Saddleback College nor IVC had any involvement in the initial decision to issue COPS.

In November, 1994, the County of Orange declared bankruptcy, with an investment loss of at least 1.5 billion dollars, and in December the College was asked to reduce its budget by 1.2 million. The budget process proved its effectiveness, and by late January the College had completed a difficult budget reduction. This process included representation from all shared governance and bargaining units.

PlANNING AGENDA

a. The College will recommend to Division Deans that division meetings regarding financial decisions include classified staff.

B. FiNANCiAL MANAGEMENT

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

DESCRIPTION

The SOCCCD's financial management system consists of a computerized system as well as manual control mechanisms. The computerized system is well established and can be accessed by all College divisions and units for reference. The College Budget Office is responsible for develop-
The Saddleback College budget, which is input directly into the system at the College. The financial management system is currently being enhanced to provide better and more timely financial information to all segments of the College.

Once budgets are developed and approved, they are entered into the accounting system. Division managers can then monitor their own accounts from their offices. All accounts are also monitored from the College Budget Office. Controls are in place that will not allow accounts to be overextended. Any requests that might result in over-expenditure are directed to the College Budget Office for attention. The College Budget Office approves all budget transfers, expenditure transfers, budget increases, and budget decreases.

**APPRAISAL**

Since the last accreditation, the College has worked with the District Information Technology Department to ensure access to budget accounts by division managers and their secretaries. This has worked well and managers have immediate access to their accounts. The College control mechanisms that are in place to prevent account overruns have also worked well, resulting in the prevention of individual division accounts running into a deficit. The College Budget Office also reviews expenditure requests in certain restricted accounts to ensure that expenditure guidelines are followed. These controls sometimes cause frustration for the requester because of the delays in processing requests. The College, however, continues with these controls to ensure fiscal prudence. The Vice Chancellor of Fiscal Services provides a Financial Status Report to the Board of Trustees each month (Ref. 9.8), as well as a Quarterly Financial Status Report (Ref. 9.9).

As part of the District Technology Initiative, new financial and student registration software will be purchased. College staff have taken part in focus groups with a software vendor, and have specified software requirements and desires. The College is looking forward to a new financial/student software package because the current system has many limitations, particularly in the Student Accounts Receivable area. It is anticipated that these enhancements will provide local electronic input of purchase requisitions, transfer of budget appropriations, and report writing, in addition to live look-up capabilities at any workstation within the District.

Information on student enrollment, which drives financial decision-making, is not always timely or accurate.

**PLANNING AGENDA**

a. The College will recommend to the District Information Technology Department that data it provides is accurate, timely and clearly defined.
B.2  Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

DESCRIPTION

The District contracts for an annual independent audit of all recorded financial transactions. Audit findings are promptly addressed by the administration and at times resolved even before the audit report is presented to the governing Board. Budgets are adopted within the specified timelines and reflect allocations within the constraints provided by the funding mechanism for community colleges.

APPRAISAL

The District has a Chart of Accounts (Ref. 9.10) that is used to develop new accounts and reflects the account code structure identified in the California Community Colleges Accounting Manual. As notification of changes is received from the State, the District Chart of Accounts is revised, along with any affected accounts already in the system. This is done on a regular basis and in a timely manner. System reports can be generated and categories of expenditures identified by the account code structure. These reports reflect the appropriate allocation of financial resources in support of institutional programs and services. The College/District complies with all state requirements. An annual audit is performed in accordance with California Education Code 84040. In the last five years, the auditors have made findings and recommendations to improve internal controls. In an effort to achieve annual audits that contain no findings or adjustments, the District strives to implement recommendations on a timely basis. The independent financial report for the year ending June 30, 1996, found two material weaknesses within the District (Ref. 9.11). These findings pertained to deficit spending in the general fund for three of the prior four years, and to a significant negative ending balance for the Saddleback College Community Education Program. Saddleback College has streamlined operations in the Community Education program to bring expenditures in line with income. It is projected that the District’s negative spending pattern will be reversed during the 1997-1998 fiscal year.

B.3  The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.
DESCRIPTION

The SOCCCD Business Services Office maintains comprehensive financial records of all District fiscal transactions, including financial aid, externally-funded programs, contracts, and auxiliary organizations (Associated Student Government and Saddleback College Foundation funds). Internal controls are in place under the stewardship of the Board of Trustees. In addition, the College Budget Committee and the College Fiscal Office monitor all aspects of the College budget. Institutional investments are made in accordance with the District’s established Board policy, and exclude any speculative money instruments. Quarterly and annual reports of investments are provided to the Board of Trustees at regularly scheduled public meetings.

There is effective oversight of Financial Aid finances by the Federal Title 4 program for student financial aid, by the State of California financial aid program, and by the College itself. All required audit information is available at the District level upon request.

APPRAISAL

Oversight of College finances, including financial aid, externally-funded programs, contractual relationships, auxiliary organizations, and the College Foundation, is provided both at the College and the District level. Institutional investments, with the exception of the Foundation, are overseen at the District level. Financial information relating to these programs is well-documented and openly reviewed. The Associated Student Government presents its budget to the College and the Board of Trustees annually (Ref. 9.12). The Foundation issues monthly financial reports to its Board, the College, and District (Ref. 9.13). Part of the income and expenditure function of the Foundation is carried out in the College Fiscal Office. Financial Aid and Community Education budgets are part of the College budget and are reviewed regularly. Formal contracts between the District and any third party are reviewed by the District Vice Chancellor and approved by the Board of Trustees. At the conclusion of service, appropriate invoices stipulate payment for services performed.

Contracts between the College and outside vendors for the operation of both the Bookstore and the Cafeteria are formulated by use of a formal District competitive open bid process that includes College representation. College advisory committees monitor contract compliance, recommendation for improvement, and provision for a communication vehicle for all interested individuals or groups.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.
DESCRIPTION
The Foundation is a non-profit organization that performs fund-raising and other auxiliary activities under the direction of the College. A Board of Directors, six committees, and support groups currently form the structure, which changes periodically. The support groups represent over one thousand volunteers and donors. Foundation staff meet with faculty and administrators to ascertain College funding priorities, review scholarships, and review the status of Foundation accounts. The Foundation Mission Statement is consistent with the mission and goals of the institution (Ref. 9.14).

APPRAISAL
There have been some recent changes in the structure of the Saddleback College Foundation. In prior years the Foundation had a full time Director. At the Board of Trustees meeting on March 23, 1998, the Dean of District Foundations was reassigned to IVC where he will administer its foundation. An assistant director will be hired to supervise foundation activities at Saddleback College, with the IVC Dean providing advice and limited oversight. Saddleback College is concerned that the focus of Foundation efforts is now on IVC.

The Foundation has created a President’s Business Roundtable which acts as an advisory body for the President so that the College will be able to develop relationships with key local companies. A newly developed Planned Giving Program has resulted in the implementation of policies and procedures for gifts and donations.

The objective of the Scholarships Plan is to establish a large number of scholarships for students. In 1991 the Foundation funded $1,729 for scholarships. Between 1992 and 1996 it raised over $100,000 and created six endowed scholarships.

Foundation staff meet with faculty and Deans to establish funding priorities, review the scholarships, and review Foundation accounts.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION
There are several categories of contractual agreements with external entities: (1) contractual agreements for credit programs with non-accredited organizations, (2) rental of facilities, (3) educational services agreements with local business and industry, (4) grants and contracts, and 5) independent contractors. Contract education is currently in effect with two private post-secondary cosmetology schools. The Division of Health Sciences and Human Services routinely enters

FINANCIAL RESOURCES
into contracts with both public and private entities for educational facilities that are not available on campus. Saddleback College does not emphasize educational services agreements, but the College has maintained a contract with the Orange County Department of Health Care Services for paramedic training and is the sole provider of this for all of Orange County. The College has been successful in obtaining a number of federal, state, and local grants for program improvement, educational services and curriculum development.

APPRAISAL

There are institutional procedures that are followed before entering into any contractual agreement with a third party. Procedures are outlined in Board Policy 3200, Contract Regulations, Board Policy 3200, Purchasing Policy, and in a Central Services Manual. All contracts are reviewed by the Board of Trustees and then signed by the District Vice Chancellor of Fiscal Services, and copies are retained in that office. With the administrative reorganization on July 16, 1997, there is no clear authority designated to one Dean for oversight of contractual agreements.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

DESCRIPTION

The Board of Trustees and the administration receive monthly financial status reports, and at numerous intervals throughout the year receive recommendations that help maintain a fiscally sound position. In addition, the District files a quarterly financial status report with the California Community Colleges Chancellor’s Office Fiscal Monitoring Unit.

APPRAISAL

Evaluation of financial management is an ongoing process at the College, and is conducted through feedback from constituent groups which monitor procedures, independent audit reports, and feedback from the College community. Audit reports have consistently highlighted the need for a centralized, secure cashier function. The College believes that a centralized cashier function is needed to better account for cash receipts, to ensure safety of College personnel collecting income, and to better serve students.

The College has worked closely with District Technology personnel to develop a bursar software program, which has improved the student accounts receivable function. The College, however, is anticipating that a new administrative software program will be a vast improvement. Due to fiscal constraints the College has not yet developed a centralized bursar function.

158

STANDARD NINE
a. The College will seek to develop the current college Fiscal Office into a College Bursar Office where all cash will be collected for the campus.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

Description

The District has issued three different long-term debt obligations in the form of Certificates of Participation (COPS). The two oldest of these, one for $22.5 million and the other for $4.9 million have a specific income stream devoted to retiring the debt. The most recent COPS issue for $18.9 million (June, 1996, issue), is an obligation that, based on current projections, must be repaid from the general unrestricted operational fund of the District. The initial payment on this issue is due on May 15, 1999, in the amount of $965,961, with the final payment of $1.5 million due on November 15, 2021.

Appraisal

Future obligations are clearly identified, but plans for payment are not. The College is concerned about three future obligations in particular: repayment of Certificates of Participation, Retiree Liability, and the acquisition of the Tustin Marine Corps Air Station.

The first payment for COPS is due in May, 1999. The Retiree Liability is estimated at 23 million, and currently the District has saved a limited amount toward this. The Tustin Marine Corps Air Station becomes District property in July 1999. For all three of these obligations, the only source of income currently available to the District is general fund apportionment. The College has withheld expenditure of its entire COPS allocation, with the intent of using these funds to retire the College’s portion of the debt retirement for at least the first two years. According to the current funding mechanism, the colleges will pay for any financial obligations associated with these items. The College is concerned about this because, even with full-time staffing levels significantly below those of 1992, the College allocated over 90 percent of its budget to salaries and benefits in 1997-1998.
C.2 The institution has policies for appropriate risk management.

DESCRIPTION
The SOCCCD is fully-insured for workers compensation through the California Community College Risk Management Association (CCCRMA). This group purchases workers compensation insurance through Unicare Insurance Company. Property losses in excess of $10,000 and liability losses in excess of $25,000 are provided for through the State-Wide Association of Community Colleges (SWACC) Joint Powers Authority. The Director of Business Services, in conjunction with the Risk Management Coordinator and College departments (primarily security and maintenance), is responsible for the implementation and coordination of risk management programs for the College.

APPRAISAL
Coverage provided through CCCRMA and SWACC adequately protects the District against loss. The District is able to maximize its purchasing power for losses by taking advantage of the size of these organizations. Additionally, both groups have developed guidelines and programs for its member districts which help to identify and mitigate loss. Saddleback College has clearly defined rules and procedures for the safety of the College community. A Safety Committee made up of representatives from the College and the District Risk Management Coordinator meets regularly to identify and address safety issues. The College staff and the District Risk Manager work cooperatively and effectively to implement recommendations from the Safety Committee. Because of the size and scope of District activities, it is often difficult to implement risk management procedures. This situation is compounded by actions taken outside of established policy and procedures, which result in increased risk to the District.

PLANNING AGENDA
a. The College will recommend to the District that it provide formal training to reinforce the importance of uniform application of established policies and procedures and advise of the financial risk involved for non-compliance.
C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

DESCRIPTION

Increased Program Based Funding (PBF) revenues in the fiscal year 1997-1998 (comprising approximately 87.6% of all unrestricted general fund revenues), allows the District to find itself in a better financial position for the current fiscal year. In addition, lower Health and Welfare benefits costs to staff will reduce expenditures. Additional PBF revenues, and the careful control of expenditures for the year should allow the District to meet all current expenditures and end the current fiscal year in an improved financial position. The ending balance should be approximately four percent of the unrestricted general fund budgeted expenditures.

APPRAISAL

The District maintains a positive cash position by budgeting a contingency reserve of at least three percent of the total general unrestricted fund, and by issuing short-term Tax and Revenue Anticipation Notes (TRAN$). Since the District budget is heavily dependent upon funding from local property taxes (approximately 76.2 percent of the total budget), the issue of TRAN$ provides sufficient cash to fill the cash flow void between July and November of a given year. The proceeds of the TRAN$ issue are invested at the highest possible yield within arbitrage constraints, enabling the District to generate sufficient interest income to offset the administrative and interest costs related to the notes.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

DESCRIPTION

Projected revenues and ending balances are provided to a District-wide FRAC that issues advisories on District resources. The FRAC meets at least once a year. In addition, the District uses the DRAC that deals with the allocation of available fiscal resources. The DRAC recommends to the Board methods to allocate fiscal resources for a given year, including the setting aside of a three percent or higher contingency reserve as suggested by the Community Colleges Board of Governors. This reserve is established every year in order to take care of urgent or emergency situations.

Saddleback College does not have a budgeted reserve for financial emergencies or unforeseen occurrences. The two colleges of the District rely on the District contingency fund to address major emergencies. Funds for the contingency are located in a District budget.
APPRaisal

In the fiscal year 1996-1997 the Board approved a budget with a three percent contingency reserve that if left untouched for the entire year would have resulted in an ending balance within Title 5 parameters. However, as a result of an unexpected statewide deficit in property taxes at year-end, expenditures greatly exceeded expected revenues. The District, through careful monitoring of expenditures, and as a result of one time revenue adjustments that are certain to occur within the current fiscal year, should book a healthy ending balance in excess of four percent and should be out of a deficit spending mode by the end of the 1997-1998 fiscal year. These revenue adjustments are the result of the following factors:

1. The County of Orange released to school districts a portion of a settlement from litigation against Merrill Lynch. This amount will provide an infusion of approximately $298,600 to the College's unrestricted general fund.

2. The backfill of the 1996-1997 property tax deficit as part of the apportionment recalculation that is expected to occur after February, 1998. The amount of the recalculation should provide the District with an additional $669,000.

3. Successful pursuit of legislation by the administration led to the approval of SB 421 by the Governor. This bill should result in a return to the District of approximately $532,600 of property taxes collected by the County prior to and immediately after the Orange County Bankruptcy, but not released to the district during the years that the district was entirely supported by local property tax ("basic aid"). This amount should be returned after February, 1998, as part of the recalculation of prior year apportionment revenues.

The value of this reserve was demonstrated by the unprecedented Orange County bankruptcy in December, 1994. It was during the crisis created by the bankruptcy that the District demonstrated its resiliency in coping with fiscal emergencies. In addition to maintaining the reserve intact, immediate reductions were implemented to safeguard the overall fiscal position of the District. The Orange County bankruptcy resulted in the loss of an amount in excess of $2.4 million of all funds on deposit in the Orange County Investment Pool, a calamity that will continue to have a drastic impact upon District resources for many years to come.
DOCUMENTS

9.1  Saddleback College Budget
9.2  Budget Allocation Model
9.3  Five Year Fiscal Projections
9.4  Budget Development Guidelines
9.5  Saddleback College Strategic Plan
9.6  Vacant Staff Worksheet
9.7  Saddleback College Accreditation '98 Institutional Effectiveness Survey, Questions 136 through 142
9.8  Monthly Financial Status Report
9.9  Quarterly Financial Status Report
9.10 South Orange County Community College District Chart of Accounts
9.12 Associated Student Government Budget
9.13 Saddleback College Foundation Monthly Financial Report
9.14 Saddleback College Foundation Mission Statement
STANDARD TEN

GOVERNANCE AND ADMINISTRATION

Miki Nikolajczak  Faculty (Chair)
Trudi Baggs  Classified
Lloyd Evans  Administration
Tim Greene  Faculty (Associate)
Kathleen O'C. Hodge  Administration
Don Mineo  Classified
Patrick Reddick  Student
Terrill Robinson  Administration
Gary Stakan  Administration
Rick Travis  Student

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.
A. GOVERNING BOARD

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

The Board of Trustees operates in concert with the California Education Code, Title 5, and the California Code of Regulations to determine its own government and the organization and operation of the District (Ref. 10.1). Board Policy 103, Membership of the Governing Board, defines the number of Board members as seven (Ref. 10.2). The qualifications for office, election, term, vacancy, and compensation are consistent with California Education Code, Section 72425. The governing Board is an elected independent policy-making body which also includes a participating student trustee elected by the student body.

APPRAISAL

According to responses to the 1997 Institutional Effectiveness Survey (IES) (Ref. 10.3), one third of the respondents believed that the Board of Trustees includes adequate representation of the public interest and the diverse elements of the population it represents. Although the Board majority claims to represent the public interest, there is a widespread perception that their actions serve to further personal agendas. The Board of Trustees operates within policy and written guidelines but has recently circumvented effective past practices as in the hiring of the President of Irvine Valley College (IVC). Since the last accreditation reaffirmation, disagreement and disharmony among the Board and the District and the two colleges has increased. Board meetings have erupted into forums where the Board tolerated discriminatory and defamatory language. As a result, the Academic, Student and Classified Senates presented resolutions urging the Board to stop the bigotry and hateful speech at Board meetings. The Board has taken action to regain control of its meetings and to move the public comment forum towards the end of the agenda, however, there is still dissatisfaction with the Board, resulting in a strongly negative work environment at both District and College levels.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.
The Board of Trustees approves College curriculum and policy by its annual approval of the College Catalog. There are Board policies and effective practices in place that protect the integrity of the institution which ensures high-quality instruction and an appropriate number of class offerings. The Board of Trustees is responsible for the control of all of the funds of the District.

APPRAISAL

The District Budget Development Committee is responsible for major budget policy direction, with which the Board has been in agreement. Responses to the May, 1997, IES suggest that over 50 percent of the respondents did not believe that the Board of Trustees effectively ensures the financial soundness of the District and its two colleges (Ref. 10.4). In December, 1997, the State Chancellor's office put the District on a Level 2 financial watch. Members of the College and community have openly criticized the Board of Trustees, noting that although the Board is operating within the letter of Board Policies, it is not acting in a manner consistent with the spirit of the Board Policies nor with effective past practices.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The Board of Trustees establishes policies and implements them in a timely fashion. The Governing Board regularly evaluates its policies and practices, and revises them when necessary.

APPRAISAL

Since the last Board election, there has been criticism from many members of the College community over perceived incongruities in Board-approved policy. In altering the components of the Irvine Valley College (IVC) Presidential Search process, for example, the Board of Trustees effectively minimized input from faculty and staff and shifted the weight of the decision-making process to itself. The Board, in this matter, did not honor the committee process established for hiring, a process which preserves the essentials of shared governance. There is also a perception that when the Board has sought College input in matters of consequential changes, it has frequently been at times when faculty are least likely to be available, such as winter or spring break or during the summer.
A.4  In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

DESCRIPTION

The Board of Trustees selects and evaluates the chief executive officer. The appointment of other major academic and administrative officers is consistent with the District administrative hiring policy (Ref. 10.5).

APPRAISAL

In the past, the Board of Trustees has adhered to established policy in its practices. However, the current Board majority has changed its practices and generated much-publicized criticism of its actions.

Faculty and staff are concerned about their lack of input into hiring decisions. For example, on December 10, 1997, the Board of Trustees approved a two-month sabbatical for the retiring Chancellor and appointed an acting Chancellor in conflict with meeting protocol of the Brown Act. After some public furor, on December 17 the Board called a special meeting to reaffirm the appointment, consistent with Brown Act procedures. In question also are the administrative reorganization carried out in July, 1997, (with no College input), the appointment of the Acting President of Saddleback College (with no College input), and the appointment of the Acting Vice Chancellor for Educational Services (with no College input). Questions have also been raised about the criteria used for selecting and appointing acting administrators. Recent decisions are perceived to be highly political and swayed by individual interests.

At its meeting on March 23, 1998, the Board of Trustees changed its long-standing hiring policy for senior administrators to include Vice Presidents. More important, the process and participation methods were altered to shift the weight of the decision-making process to itself.

A revelation of The Organization Assessment for South Orange County Community College District (commissioned by the Board during Spring, 1997) was that problems with the issue of trust within the organization were paramount. The report states (p.24) that, "There is little evidence of trust anywhere in the organization — the climate has become divisive — decision making and communication processes are suffering." (Ref. 10.6) A subsequent Board Development Retreat in July, 1997, focused more on the guiding principles for the District reorganization than on how the Trustees could build trust in the organization.
A.5  The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

DESCRIPTION

The Board of Trustees is a seven-member Board appropriate in size for the SOCCCD. The Board set new District boundaries in 1995 to equalize representation among its members. The Board of Trustees has an established code of ethical conduct. (Ref. 10.7)

APPRAISAL

The Board has acted in a manner consistent with published Board policies and administrative regulations. The hiring process for the President at IVC, however, was not in keeping with the full-time administrative employment procedures outlined in the Employment Procedures Manual (Ref. 10.8) and both colleges criticized the Board's action in this matter. Subsequently, the Board revised those procedures (Ref. 10.9). The new procedures have been extended to include the hiring of the Vice President and provide for increased Board participation at all levels of the executive hiring process. The new procedures have effectively minimized participation by shared governance units in the hiring of District and College executives.

A.6  The governing board has a program for new member orientation and governing board development.

DESCRIPTION

In December, 1996, the Board seated two new members. During January, 1997, all members of the Board participated in an orientation program, during which the Board of Trustees Orientation Manual (Ref. 10.10) was distributed and discussed. Periodically new documents are added to the Board Orientation Manual. The Vice Chancellor, Educational Services has compiled a policy manual and program for new member orientation and governing Board development.
APPRAISAL

The Board of Trustees Orientation Manual and workshop, along with Board participation in the Community College League of California's state-wide new trustee orientation, have been important development tools for the Board.

A.7 The board is informed about and involved in the accreditation process.

DESCRIPTION

The Vice Chancellor, Educational Services is designated as the technical representative to each college for the duration of the self study process. The Board of Trustees is apprised of the status of the accreditation process by the Vice Chancellor.

APPRAISAL

At the November 17th, 1997, Board meeting, the Chair of the Saddleback College Accreditation Reaffirmation project presented a status report to the Board and invited their participation in reviewing the draft document at weekly Steering Committee meetings. The report was well received. Following this, the Chair also sent an invitation to all Board members, via e-mail, reiterating the request for participation in the process. Only one Board member responded.

B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTION

The College has enjoyed a long tradition of effective leadership by its Presidents. Historically, the College President has provided effective leadership, goals, and plans for Saddleback College. On December 16th, 1997, the current Saddleback College President announced his resignation to the Board of Trustees.
APPRAISAL

"In the Fall of 1994, at the direction of the President, Saddleback College initiated a process of strategic planning. The goal of this endeavor was to engage the campus community in an effort to develop significant recommendations that would provide direction for the institution through the year 1999. Many individuals, working many hours, sought input from faculty, students, staff, and community members. After due deliberation, recommendations were crafted and submitted for consideration by a steering committee. This committee reviewed and analyzed all findings and recommendation, sought input from shared governance groups, and completed its work." (Ref. 10.11) The Strategic Plan was submitted to the Board.

In the past six years, Saddleback College has had five changes in Presidential leadership. Having enjoyed a relatively stable ten-year period up to that point, the College has had to undertake creative operational adjustments with each new President and presidential administrative style. Forty-four percent of those responding to the May, 1997, IES believed that the President at that time provided effective leadership and direction for the College (Ref. 10.12).

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTION

The College has systems in place to manage resources and control the budget and expenditures, including the College Budget Committee and other major College committees which evaluate and discuss fiscal matters. The President's Council is a forum in which administrators and staff regularly discuss budget issues and the implementation of state laws and regulations and Board policies.

APPRAISAL

In practice, the College's Budget manager reports directly to the President in weekly meetings and as often as necessary, otherwise. The President receives recommendations from the various College committees and reviews them in President's Council. The College President attends District meetings weekly, e.g., the Executive Staff Meetings where any changes in fiscal regulations and/or policies are discussed. The President receives financial information directly from the state as well.

GOVERNANCE AND ADMINISTRATION
B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

DESCRIPTION

Historically, the College has utilized an appropriately-sized administrative structure. On July 16, 1997, cited as a cost-saving measure, the Board of Trustees transferred five Saddleback College Deans (four to IVC, one elected to return to the classroom). In Spring, 1998, the College administrative structure was further reduced. In spring of 1997 there were 15 Dean positions. There are eight Dean positions projected for Fall, 1998.

APPRAISAL

These moves have had a pronounced impact on the administrative structure at Saddleback College which serves over 20,000 students and meets the needs of a growing and increasingly diverse population. Since the last Board election, the previous ratio of administrators to students (1 to 1,000) has been significantly reduced (1 to 1,500) by approximately 27 percent. The July, 1997, administrative reorganization by the Board has left the remaining administrators with exponentially increased responsibilities, jeopardizing the educational goals of the institution. The reduction in administrators at Saddleback College is perceived overall as being too severe. The reorganization critically impacts the effective day-to-day operations of the divisions and compromises the ability of the remaining Deans to effectively manage classes, provide appropriate educational services to students, and complete timely faculty evaluations. Deans are managing divisions in which they have no academic expertise, resulting in problems with hiring committee participation, faculty evaluations, and student advocacy.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.
DESCRIPTION

The administrative and classified leadership employees are evaluated semi-annually during the first two years of employment, annually during the third and fourth year, and biannually thereafter as stated in the Administrative and Classified Leadership Handbook (Ref. 10.13). All position descriptions are on file in the District Office of Human Resources.

APPRAISAL

College administrators have the breadth of experience and education to perform their administrative responsibilities effectively. Since the administrative reorganization in July, 1997, however, the span of administrative responsibilities has been greatly increased and administrators may have little or no practical experience in their new areas of responsibility. The Deans remaining at Saddleback College now spread their administrative expertise very thinly over several more divisions and instead of being “subject specialists” with direct knowledge of the subject matter covered by their divisions, they must now practice more as “generalists,” resulting in the problems noted above.

B.5 Administration has a substantive and clearly defined role in institutional governance.

DESCRIPTION

Most Saddleback College administrative officers were appointed to their positions through a selection process based on academic preparation in a field related to their assignment. Most of their training as supervisors and managers came through on-the-job experience.

At the time of the last accreditation, Saddleback College had 12 deans assigned to the academic divisions and Counseling and Learning Resources. Following the July 16, 1997, administrative reorganization, there were nine Deans with assignments that did not necessarily relate to their academic preparation. By action of the Board of Trustees the assignments of the Deans were changed. Four Saddleback College Deans were reassigned to Irvine Valley College. Workloads of the reassigned Deans were distributed to five of the remaining Deans. For example, the Dean of Physical Education and Emeritus lost his Emeritus assignment and was assigned the Fine Arts Division as well as Physical Education. The Dean of Social and Behavioral Sciences was also assigned the Liberal Arts Division and the Human Services Program. This increased his management responsibilities from 21 to 52 full-time faculty and from 79 to 203 part-time faculty.

Administration is involved in the decision-making process at Saddleback College through the Dean’s Cabinet and the President’s Council. Administrative concerns are forwarded to the District and Board of Trustees through the College President and the South Orange County Administrators Association.
APPRAISAL

By action of the Board of Trustees early in 1997, all District academic administrators were given notice of non-renewal of their contracts, setting the stage for extensive administrative reorganization. On July 16, 1997, the Board of Trustees reorganized the District academic administration with no administrative or College input. Those actions fostered instability and an erosion of trust that resulted in a negative impact on the morale of College administrators and the College community as a whole. There is a general sense that changes were made disproportionately, with Saddleback College Deans having unrealistic added responsibility while IVC Deans have considerably less. Since the July 16th administrative reorganization, additional administrative changes have been made.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

DESCRIPTIO

Historically, the faculty has played an important role in institutional governance. According to Board Policy 2001.1, the Governing Board delegates to the Academic Senate the right to represent the faculty, to give advice to the Board and to make judgments in the areas of curriculum development (through the Curriculum Committee), degree and certification requirements, grading policy, educational program development, policies relating to student preparation and success, faculty roles in District and College governance, faculty roles in the accreditation process, faculty professional development, program review, institutional planning and budget development, recruitment and hiring of faculty personnel (through hiring committees), and any other matters mutually agreed upon between the Board and the Academic Senate. The Full-Time Academic Employees Hiring Policy (1994) (Ref. 10.14) states clearly the role faculty play in the recruitment and hiring of full-time faculty. The faculty have also participated in shared governance through the Academic Senate and its committees, and through District-wide committees.

APPRAISAL

According to responses to the May, 1997, IES, the faculty appeared to be divided on question of whether the then President supported and provided opportunities for shared governance within the College (Ref. 10.15). This division could be attributed to a number of reasons. Although the faculty participate more fully in shared governance at the College level, some felt that the President's hands were tied by actions of the Board. The perception that there is no real credence
B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

DESCRIPTION

An established Academic Senate exists and its role in institutional governance is clearly defined. The faculty is represented in policy-making through its representatives in the Academic Senate. This body provides input on issues relating to institutional governance and it has a substantial voice in these matters. Board Policy 2100.1 (Ref. 10.16) delegates to the Academic Senate the right to represent the faculty and the right to give advice and make judgments which will be the Board’s primary reliance in a large number of academic, educational program, hiring and governance areas.

APPRAISAL

Board Policy 2100.1 (Delegation of Authority to the Academic Senate) states that, “— the governing board and/or its designees will accept the recommendations of the academic senates regarding academic and professional matters as itemized —.” Many faculty feel that although the Board has acted within the letter of Board Policies, it has not acted with the spirit intended by those policies nor with past practices. The Saddleback College Academic Senate and the Irvine Valley College Academic Senate have sought intervention from the Academic Senate of the California Community Colleges and from the Community College League of California in regards to diminished shared governance/collegial consultation on both campuses.

PLANNING AGENDA

a. The Academic Senate will urge the Board to employ the shared governance process as defined in Board Policy 2100.1 as a significant component in its decision-making process.
B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

DESCRIPTION

The College has provided institutional support for faculty participation in governance in a number of ways. There is reassigned time provided for the Curriculum Chair, the General Education Chair, the Faculty Development Chair, and for the Academic Senate officers. A budget is provided for expenditures, travel and supplies. Office space is maintained for the Academic Senate and Faculty Development functions. Minimal classified support staff is provided to assist with secretarial duties.

APPRaisal

There have been significant reductions in the level of institutional support for faculty participation in governance. For example, the Board of Trustees reduced reassigned time for the leaders of the Academic Senate from 15 Lecture Hour Equivalent (LHE) to 6 LHE a semester. The LHE's for the Faculty Development Chair and for the Curriculum Committee Chair were also reduced.

With the ratification of the new faculty contract, reassigned time has been abolished by the Board in favor of stipends for Academic Senate officers, Faculty Development Chair, Curriculum Chair, General Education Chair and both the Accreditation Chair and Editor. This will severely impact the ability of faculty serving in these positions to effectively participate in the shared governance process. Reassigned time provided faculty serving in these positions time to effectively participate in the shared governance process. Reassigned time provided faculty the means to reduce instructional commitments while also being able to participate in the decision-making processes at the College. The stipend model will require those serving in leadership positions on committees not only to completely fulfill their instructional duties, but in addition, to spend a great deal of extra time (albeit paid) attending to Committee commitments. With faculty putting in 15 hours of preparation, 15 hours of instruction, five office hours and one committee hour per week, there is precious little time left to take on the additional commitment of committee leadership and even fewer faculty who would wish to do so.

PLANNING AGENDA

a. The College will recommend to the Board of Trustees that faculty reassigned time for the officers of the Academic Senate and for the chairs of the Faculty Development, General Education, and Curriculum committees be reinstated to support shared governance.
B.9 The institution clearly states and publicizes the role of staff in institutional governance.

**DESCRIPTION**

The Classified Senate, formalized in 1984, represents the classified staff in College governance matters. The Classified Senate President is a voting member of the President’s Council, and is a non-voting representative at meetings of the Board of Trustees. Classified Senate members and California School Employees Association (CSEA) members serve on various College committees and are also included in District meetings, such as the Chancellor’s Cabinet. CSEA represents the District-wide classified staff in collective bargaining.

**APPRAISAL**

Individual Deans and directors of divisions officially support the role of the Classified Senate and its participation in College/District-wide committees, but in being reluctant to allow staff sufficient time to attend committee meetings the District and the College do not in fact encourage Classified Senate members to participate in organized leadership. Apathy is a major problem affecting the Classified Senate, with average attendance fewer than ten per meeting. The conflict between the District and the College regarding the roles of the collective bargaining unit and the Classified Senate has created confusion for individual employees. Some of the classified staff feel that the lawsuit brought by CSEA against the District has compromised Classified Senate participation.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

**DESCRIPTION**

The role of students in College governance is stated in both the College Catalog (Ref. 10.17) and the Schedule of Classes (Ref. 10.18). Student representation is encouraged and sought on virtually all College committees. The Associated Student Government (ASG) is approached for input on proposals that have significant impact on students. In Board meetings, the Board of Trustees will ask the ASG President whether or not students were consulted. Since the last accreditation visit, the ASG President has been provided a seat at the table during regular Board meetings, with opportunities to provide input, respond to Board inquiries, and present monthly reports.
APPRAISAL

The Board of Trustees' decision to provide a seat at the table for the ASG President has increased
the voice of the students and prompted the solicitation of additional student input. Students are
active participants in College governance as demonstrated by ASG participation in College
committees, by action taken by the ASG, and by ASG financial support of various College activi-
ties. There is, however, an ongoing challenge to find interested student representatives for various
levels of participation.

C. MULTI-COLLEGE DISTRICT AND/OR SYSTEMS

C.1 The district/system chief executive officer provides effective leadership to define goals,
develop plans, and establish priorities for the institution.

DESCRIPTION

In conjunction with the Board of Trustees, the chief executive officer defines goals, develops
plans and establishes priorities for the institution. The Chancellor holds Board sessions which
provide for an organized opportunity to review and establish District goals. This process allows for
discussion in open session with all the various interests of the College and District. The process,
too, can lead to a closer working relationship with the Board of Trustees. These meetings have led
to changes and have helped the District consolidate its goals and directions for the future. The
Board approved the Educational and Facilities Master Plan (through 2000) in May, 1996.

The District is the central point for resource allocation. Saddleback College recommends the
organization and distribution of financial resources to the Chancellor and to the Board through
the District-wide Budget Committee. The District also ascertains that statutes, regulations, and
Board policies are in place and are considered in the daily operations of the colleges.

APPRAISAL

Although the chief executive officer provides effective leadership according to roughly 31
percent of the respondents to the IES (Ref. 10.19), approximately 34 percent disagreed with this
statement, and 28 percent of the College community didn't have enough direction to answer this
question affirmatively.

STANDARD TEN
C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTION

The District has a history of effective leadership in the Chancellor’s Office. The statutes, regulations, and Board Policy are effectively implemented. The District has an elaborate budget allocation model that distributes the District’s funds by formula. The model is governed by a three-layer committee process. In December, 1997, the District was notified by the State Chancellor’s Office that the District’s reserves were below the minimum recommended three percent. The SOCCCD was then declared a Level 2 on the State Chancellor’s watch list.

APPRAISAL

According to the respondents to the IES, many disagreed that the Chancellor manages resources, implements budgets priorities and budget allocations to all units of the District in accordance with the statutes, regulations, and Board policies (Ref. 10.20). The majority of respondents did not have enough knowledge to answer this question.

C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

DESCRIPTION

Board policy 2001 directs the Chancellor to organize the necessary committees to assist in the operation of the District, and it directs the college Presidents to organize college committees as needed. All matters called to the Board’s attention, “by District personnel or students shall be presented through the Chancellor.”

APPRAISAL

Frequently, District solicitation of input from College constituencies does not allow adequate time for complete participation by all shared governance units.

PLANNING AGENDA

a. The College will recommend to the District when seeking committee recommendations that adequate time be allowed for full participation by shared governance units.
C.4  The district/system provides effective services that support the mission and functions of the college.

DESCRIPTION

The District provides information management, human resources, and business services, including purchasing and receiving, to the College.

APPRAISAL

There are some problems in easy access to District statistical/research information. This problem will be addressed, however, when the new information management system is implemented.

C.5  The district/system and the college(s) have established — and utilize — effective methods of communication and exchange information in a timely and efficient manner.

DESCRIPTION

The District Public Information Officer was transferred to IVC as a result of the down-sizing of the District’s administration and a consultant was hired to provide public relations services for the District. At the March 23, 1998, Board of Trustees meeting the Board created a new position for a District Public Affairs Officer.

APPRAISAL

The loss of a District spokesperson resulted in the elimination of the Board Meeting Summaries, the quarterly District Newsletter, and an immediate resource for the press. With the installation of the new District Public Affairs Officer, the flow of information from the District to the College community will be reestablished.
C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

DESCRIPTION

From 1992 to 1997, the District employed a consultant, under the administrative direction of the Vice Chancellor, Educational Services, to review and update Board Policy and Administrative Regulations on a regular basis. In addition, all review and revision of Board Policy and Administrative Regulations are processed through the College and District shared governance network, as identified in the Shared Governance Leadership Handbook (Ref. 10.21). Board Policy and Administrative Regulations are currently reviewed and updated by the Vice Chancellor, Educational Services.

APPRAISAL

The District-wide Board Policy and Administrative Review processes are thorough and inclusive, but they are very slow. A process that can facilitate change in a more expedient manner would better serve the District.
| 10.1 | California Education Code, Title 5, California Code of Regulations |
| 10.2 | Board Policy 103 - Membership of the Governing Board |
| 10.3 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 145 |
| 10.4 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 146 |
| 10.5 | South Orange County Community College District Administrative Hiring Policy |
| 10.6 | Organization Assessment for South Orange County Community College District |
| 10.7 | South Orange County Community College District Code of Ethical Conduct |
| 10.8 | South Orange County Community College District Employment Procedures Manual |
| 10.9 | South Orange County Community College District Employment Procedures for Executive Positions |
| 10.10 | Board of Trustees Orientation Manual |
| 10.11 | Strategic Plan Steering Committee Report 1996, p.1 |
| 10.12 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 149 |
| 10.13 | Administrative and Classified Leadership Handbook |
| 10.14 | Saddleback College Full-Time Academic Employees Hiring Policy |
| 10.15 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 152 |
| 10.16 | Board Policy 2100.1 - Rights of Academic Senate |
| 10.17 | Saddleback College Catalog |
| 10.18 | Saddleback College Schedule of Classes |
| 10.19 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 169 |
| 10.20 | Saddleback College Accreditation '98 Institutional Effectiveness Survey, Question 171 |
| 10.21 | Shared Governance Leadership Handbook |
Planning Summary

In reviewing the numerous planning agendas contained in this report, it is apparent that there are four main areas on which the majority of planning agendas for the standards focus:

1. Systematic institutional evaluation and planning,
2. Improved communication and dissemination of information at all levels of the institution,
3. Identifying financial resources to support staffing and program funding needs, and
4. Clarification of and adherence to the goals of shared governance.

The implementation of the new information management system, the Title III-funded student tracking system, and the linking of the Accreditation self study planning agendas to the College's Strategic Plan will provide a solid basis for regular, systematic evaluation and planning within the College. The employment of a Dean of Development, Research and Planning is critical to the College's ability to provide measures of both student outcomes and institutional effectiveness and to provide data for divisions and departments to utilize in the development of self-assessment instruments and to improve programs and services.

Improved dissemination of information via the College's Web site will provide the College community with current, easily accessible information. In addition, a concerted effort on the parts of the College and the District to improve the flow of information from the District and the Board of Trustees will keep the College current with District processes and decisions and with the goals and objectives of the Board of Trustees.

The implementation of a number of the planning agendas will depend on the District's and the College's abilities to work within established planning and budgeting processes to hire faculty and staff to support curricular and staffing needs identified in the self study.
Finally, the issue of shared governance needs to be addressed at both the District and the College levels. The definition of what comprises shared governance must be clearly identified and widely disseminated. Each “side” (for lack of a better term) needs to adhere to its area of authority and must be allowed to practice within the scope of the mutually agreed-upon definition of shared governance.