Our Vision
Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Mission
Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values
Saddleback College embraces:

- **Commitment**
  We commit to fulfilling our mission to serve the south Orange County community.

- **Excellence**
  We dedicate ourselves to excellence in academics, student support, and community service.

- **Collegiality**
  We foster a climate of integrity, honesty, and respect.

- **Success**
  We place our highest priority on student learning and delivering comprehensive support for student success.
• **Partnership**  
  We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

• **Innovation**  
  We anticipate and welcome change by encouraging innovation and creativity.

• **Academic Freedom**  
  We endorse academic freedom and the open exchange of ideas.

• **Sustainability**  
  We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

• **Inclusiveness**  
  We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

• **Global Awareness**  
  We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.
On Valentine’s Day in 1967, residents of the rural southern half of Orange County approved the creation of a community college, dubbing it the “Sweetheart of South Orange County.” The local press noted that “Saddleback JC, already a reality, will open its doors next fall, another event that will shape the lives of many people in the years to come.” Following a 54-day construction marathon, Saddleback College was ready to welcome freshmen for the start of the Fall 1968 quarter. Now, over 40 years later, thriving suburban communities dot the hillsides where cattle used to roam. And what began as a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 26,000 students each semester.

As Saddleback College grew, so did its reputation for excellence, attracting teachers and administrators throughout the United States. Together they have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of Saddleback College’s programs and faculty can best be measured by the success of the College’s alumni in their academic pursuits at four-year universities and in the professional world.

The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations. Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, service learning, and an Honors Program are also offered. Student services are also geared to the diversity of our student population, with programs such as Extended Opportunity Programs and Services (EOPS), an International Student
Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and a newly established Veterans Education and Transition Services (VETS) program.

Saddleback College is a comprehensive college, fulfilling all four missions of the community college system as outlined in AB 1725, including baccalaureate quality transfer education, career and technical education, basic skills courses, and lifelong learning opportunities. The College offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College also offers a huge selection of student clubs and activities such as the Associated Student Government, the Model United Nations, an award-winning student newspaper, a radio station, and a television station.

In addition to being a center of learning, Saddleback College has developed into one of south Orange County’s premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars, and it is home to an award-winning theatre arts program. Its men’s and women’s intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include a golf driving range and putting greens, an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track.

Saddleback College has become an integral part of the south Orange County landscape, linking education with community growth and vitality. After four decades, Saddleback College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

Institutional History

The history of Saddleback College can best be understood by separating it into seven distinct periods. Each period is characterized by significant organization changes.

**Period I (1967-1979)**

From its founding in 1967 through 1979, Saddleback College and the District, then known as the Saddleback Community College District, operated as a single entity under a Chief Executive Officer who served as Superintendent of the District and President of the College. At the time, South Orange County was a sparsely populated region of Southern California, and the College was able to serve the needs of the community. During this period, however, College enrollment grew dramatically. In just one year, from Fall 1974 to Fall 1975, enrollments increased by 78 percent. Because of this precipitous increase, the District began to make plans for the opening of a satellite campus in the northern portion of the service area.

**Period II (1979-1981)**

In 1979 a satellite campus was opened in the city of Irvine, 11 miles to the north. Saddleback College was designated as the “Main Campus,” and the satellite was designated as the “North Campus.” Both operated as components of the single college, which retained the Saddleback College name. The Chief Executive Officer continued to serve as the Superintendent-President.
A Dean of Instruction headed the Main Campus and also served as Assistant Superintendent of the District.

**Period III (1981-1983)**

In 1981 the North Campus was elevated from satellite to full-campus status, altering the organization structure to a multi-campus, single-college district. The Superintendent’s position was changed to that of a Chancellor, and Presidents were appointed to serve as the Chief Executive Officers at each campus. A new Chancellor was appointed in 1982.

**Period IV (1983-1985)**

Discrete district offices were established in 1983 and were later expanded by the Chancellor. The name of the Main Campus was changed 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 and became the responsibility of the campuses.


In 1985 the Board of Trustees adopted a new organizational structure and established a multi-college district. Saddleback College South emerged with its own identity as Saddleback College, while Saddleback College North was renamed Irvine Valley College (IVC). In 1986 a new Chancellor was appointed and, in conjunction with the College Presidents, arranged for the further decentralization of District functions and 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 College shared the financial concerns of all other California community colleges at the time, as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon educational and institutional development.

**Period VI (1992-2004)**

The period between 1992 and the last accreditation Self Study in 2004 was marked by considerable administrative instability at both the College and the District. During this time frame, there were six changes in the presidency, four changes in the Chancellor’s position, and multiple changes in various other management positions at the College, such as the Vice President of Instruction and the Vice President of Student Services.

In 1996 the Board of Trustees (BOT) initiated a review of the District name, and in April 1997 the Board approved a name change from the Saddleback Community College District to the South Orange County Community College District (SOCCCD) in order to reflect the larger geographic base of the District.

The BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC in July 1997. This resulted in the transfer of five Saddleback College deans to IVC and the expansion of duties for the four deans who remained at Saddleback, with each dean in charge of very large “mega-divisions.” When it became evident that the reduction in
the number of deans at the College was too severe, a number of additional organizational changes were instituted. With input from all segments of shared governance, the College recommended, and the BOT agreed, to realign responsibilities and expand the number of deans. Notwithstanding these adjustments, there was significant attrition in deans, with only two of the deans from 1998 still remaining.

Such intense and profound change had a strong impact on all levels of the organization. It served as a litmus test of the true mettle of Saddleback College’s administration, faculty, and staff, and the institution continued to strive toward excellence in its mission.

**Period VII (2004-Present)**

In recent years, the administrative structure has been considerably more stable. The 2004-2005 academic year was the first in more than a decade in which there were no freshmen deans. Deans in two divisions have changed, but six of the deans have remained the same throughout this period and into the present. There was a change in presidency due to the retirement of our previous President, who was an employee of the College for over 30 years and served as President for the last four of those years. Our current President was hired in 2008. The Chancellor has remained the same throughout this period, as well as both Vice Presidents at the College. However, the Chancellor has announced his resignation effective July 2010, the Vice President of Student Services retreated to the faculty of IVC in April 2010, and the Vice President of Instruction was hired as the President of Fullerton College. This will undoubtedly open up a new era of change at both the District and the College.
Saddleback College, located in the city of Mission Viejo, is the older of two separately accredited colleges in the South Orange County Community College District (SOCCCD), which also includes Irvine Valley College (IVC), located in the city of Irvine, as well as the new Advanced Technology & Education Park (ATEP), located in the city of Tustin.

When Saddleback College was founded in 1967, south Orange County was a large rural area with a sparse population clustered in quiet, isolated towns and communities. Despite the economic downturn of the early 1990s and the huge impact of the Orange County bankruptcy declaration in 1994, 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 and by individuals for its scenic location.

The area’s temperate climate, its proximity to some of the Pacific Ocean’s most beautiful beaches, and the desirable location between Los Angeles and San Diego have all contributed to a marked population explosion since the founding of the College. Because of this, the College’s enrollment has expanded tremendously during the course of its history.
Figure A.1. Map showing the location of Saddleback College, its sister campuses, and the surrounding communities (Source: SOCCCD’s Annual Report to the Community, 2009 [1]).
Community Information

The service area of Saddleback College includes the cities and communities of Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Dove Canyon, Emerald Bay, Foothill Ranch, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Las Flores, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon, as well as parts of Lake Forest and Laguna Woods.

According to the most recent demographic information available, the population of this portion of south Orange County increased from 416,228 in 2000 to 463,007 in 2006, a growth rate of 11 percent. The population is projected to grow an additional 7.5 percent by 2011 [2].

In 2006 the ethnic makeup of the service area was as follows:

0.2 % Hawaiian/Pacific Islander
1.0 % Native American
1.5 % African American
3.0 % Multi-Racial
5.3 % Other
7.2 % Asian
84.8 % White

The Hispanic or Latino/Latina population is classified as those who identify as different ethnic/racial origins but with Hispanic or Spanish cultural influence. This group comprises 24.5 percent of the total population. It is expected that in 2011, all ethnic/racial categories will remain essentially the same in south Orange County with the exception of the Hispanic or Latino/Latina population, which is predicted to grow by 6 percent, raising the total to over 30 percent [2].

Economically, the region has changed in the following ways over the past ten years:

1. The annual average salary increased by 16.7% from $96,144 in 2000 to $112,264 in 2006, while median income increased 14.6% from $72,287 to $82,874.
2. Average income was projected to increase 7.9% by 2011, but it is unclear if this will occur given the economic downturn of 2009.
3. The unemployment rate was only 3.5% in 2006, but it has increased to 10.2% in 2010 [3]. This rapid increase in the unemployment rate has resulted in the increase of students coming to Saddleback College for career technical education and employment retooling.

Educational levels within the region are quite high, with the numbers steadily increasing over time. The overall high school graduate rate of the service area in 2006 was 93.5 percent, and this is expected to rise to 94.6 percent by 2011. Moreover, approximately 28.9 percent of the population attained at least a bachelor’s degree, an increase of close to 2 percent over 2000. This is expected to increase to 30.3 percent by 2011 [2].
There are two four-year public institutions of higher education in the Saddleback College area: the University of California, Irvine and California State University, Fullerton. Tuition increases and enrollment limitations at both institutions, especially in the 2009-2010 academic year, have resulted in increased transfer-oriented student enrollments at Saddleback College. Additionally, there are a number of private colleges in the area, such as Chapman University, Brandman University, Concordia University, the Laguna College of Art and Design, and Soka University.
Student Demographics

Student enrollment increased dramatically during the first 20 years of the College’s existence. During the second 20 years, the enrollments remained fairly constant, fluctuating between 22,000 and 24,000 students, with one significant dip to just over 19,000 students in 1995. In the last two years, however, there has been a noticeable increase, as enrollments climbed to over 25,000 students, as shown in Figure A.3.

Figure A.3. Fall Enrollments
(Source: California Community Colleges Chancellor’s Office Data Mart [4]).
Students are drawn to Saddleback College from throughout the District’s service area. The chart below shows the cities in which Saddleback’s student population resided during the 2008-2009 academic year. As indicated by the chart, 90 percent of all students come from within the district.

Figure A.4. Where Saddleback Students Reside
(Source: Office of Planning, Research and Grants).
The ethnic composition of the student population reflects that of the surrounding community. There is, however, a significant percentage of students who do not state their ethnic backgrounds on their college application, making it difficult to know the exact breakdowns.

![Students by Ethnicity](image)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaskan Native</td>
<td>95</td>
<td>98</td>
<td>115</td>
<td>112</td>
<td>141</td>
</tr>
<tr>
<td>Asian</td>
<td>2,061</td>
<td>1,922</td>
<td>1,930</td>
<td>2,128</td>
<td>2,367</td>
</tr>
<tr>
<td>Black, African American</td>
<td>284</td>
<td>296</td>
<td>258</td>
<td>294</td>
<td>353</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,505</td>
<td>2,293</td>
<td>2,292</td>
<td>2,643</td>
<td>2,956</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>453</td>
<td>448</td>
<td>414</td>
<td>345</td>
<td>298</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>235</td>
<td>247</td>
<td>244</td>
<td>319</td>
<td>408</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>121</td>
<td>89</td>
<td>91</td>
<td>116</td>
<td>126</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>13,303</td>
<td>12,259</td>
<td>12,000</td>
<td>12,871</td>
<td>14,257</td>
</tr>
<tr>
<td>Decline to state/Undefined</td>
<td>4,617</td>
<td>5,532</td>
<td>5,954</td>
<td>5,052</td>
<td>4,749</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,674</strong></td>
<td><strong>23,184</strong></td>
<td><strong>23,298</strong></td>
<td><strong>23,880</strong></td>
<td><strong>25,655</strong></td>
</tr>
</tbody>
</table>

*Figure A.5. Students by Ethnicity (Source: 2008-2009 Institutional Effectiveness Annual Report [5]).*
The proportion of female and male students has not changed significantly over the past five years, with females continuing to outnumber males by roughly 20 percent [5].

### Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14,389</td>
<td>13,997</td>
<td>14,027</td>
<td>14,300</td>
<td>15,262</td>
</tr>
<tr>
<td>Male</td>
<td>9,271</td>
<td>9,171</td>
<td>9,212</td>
<td>9,473</td>
<td>10,214</td>
</tr>
<tr>
<td>Decline to state</td>
<td>14</td>
<td>16</td>
<td>59</td>
<td>107</td>
<td>179</td>
</tr>
<tr>
<td>Total</td>
<td>23,674</td>
<td>23,184</td>
<td>23,298</td>
<td>23,880</td>
<td>25,655</td>
</tr>
</tbody>
</table>

Figure A.6. Students by Gender
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The age distribution of students has remained fairly constant over the past five years, with a slight increase in the percentage of 18- to 21-year-olds and a decrease in some of the older age groups such as the 30- to 39-year-olds and the 40- to 49-year-olds [5].

### Students by Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 18</td>
<td>944</td>
<td>919</td>
<td>880</td>
<td>886</td>
<td>959</td>
</tr>
<tr>
<td>18-21</td>
<td>7,594</td>
<td>7,705</td>
<td>7,981</td>
<td>8,214</td>
<td>8,895</td>
</tr>
<tr>
<td>22-29</td>
<td>4,183</td>
<td>4,131</td>
<td>4,152</td>
<td>4,276</td>
<td>4,851</td>
</tr>
<tr>
<td>30-39</td>
<td>2,430</td>
<td>2,213</td>
<td>2,012</td>
<td>2,101</td>
<td>2,148</td>
</tr>
<tr>
<td>40-49</td>
<td>2,128</td>
<td>1,969</td>
<td>1,738</td>
<td>1,774</td>
<td>1,807</td>
</tr>
<tr>
<td>50-59</td>
<td>1,432</td>
<td>1,378</td>
<td>1,386</td>
<td>1,407</td>
<td>1,535</td>
</tr>
<tr>
<td>Over 59</td>
<td>4,950</td>
<td>4,844</td>
<td>5,132</td>
<td>5,212</td>
<td>5,450</td>
</tr>
<tr>
<td>Undefined</td>
<td>13</td>
<td>25</td>
<td>17</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,674</strong></td>
<td><strong>23,184</strong></td>
<td><strong>23,298</strong></td>
<td><strong>23,880</strong></td>
<td><strong>25,655</strong></td>
</tr>
</tbody>
</table>

*Figure A.7. Students by Age Group*

(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Student educational goals reflect the diversity of programs offered at Saddleback College. Students enroll at the College in order to transfer to four-year colleges and universities (the largest percentage), to attain a degree or certificate without transfer, for career technical education, for career advancement, to improve their basic skills, or for personal development, with a fair number “Undecided” as to their educational goal.

**Students by Educational Goal**

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>6,870</td>
<td>6,958</td>
<td>7,557</td>
<td>8,323</td>
<td>9,266</td>
</tr>
<tr>
<td>Personal Development</td>
<td>6,670</td>
<td>6,464</td>
<td>6,293</td>
<td>5,944</td>
<td>5,864</td>
</tr>
<tr>
<td>Undecided</td>
<td>2,207</td>
<td>2,112</td>
<td>2,321</td>
<td>2,820</td>
<td>3,603</td>
</tr>
<tr>
<td>Career</td>
<td>4,565</td>
<td>4,267</td>
<td>3,635</td>
<td>3,324</td>
<td>3,441</td>
</tr>
<tr>
<td>Vocational Certificate/Transfer</td>
<td>1,757</td>
<td>1,708</td>
<td>1,531</td>
<td>1,414</td>
<td>1,301</td>
</tr>
<tr>
<td>GED/Basic Skills</td>
<td>648</td>
<td>713</td>
<td>973</td>
<td>1,025</td>
<td>1,115</td>
</tr>
<tr>
<td>Degree or Certificate</td>
<td>957</td>
<td>962</td>
<td>988</td>
<td>1,030</td>
<td>1,065</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,674</strong></td>
<td><strong>23,184</strong></td>
<td><strong>23,298</strong></td>
<td><strong>23,880</strong></td>
<td><strong>25,655</strong></td>
</tr>
</tbody>
</table>

Figure A.8. Students by Educational Goal
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The ratio of full-time to part-time students has not significantly changed in the past five years, with roughly 30 percent of students attending full-time [5].

**Students by Unit Status**

<table>
<thead>
<tr>
<th>Unit Status</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Zero Units</td>
<td>4,237</td>
<td>4,308</td>
<td>4,854</td>
<td>4,676</td>
<td>4,858</td>
</tr>
<tr>
<td>Full-Time</td>
<td>6,455</td>
<td>6,566</td>
<td>6,535</td>
<td>6,899</td>
<td>7,402</td>
</tr>
<tr>
<td>Part-Time</td>
<td>12,731</td>
<td>11,979</td>
<td>11,612</td>
<td>11,915</td>
<td>12,956</td>
</tr>
<tr>
<td>Withdrew/Dropped All Classes</td>
<td>251</td>
<td>331</td>
<td>297</td>
<td>390</td>
<td>439</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23,674</td>
<td>23,184</td>
<td>23,298</td>
<td>23,880</td>
<td>25,655</td>
</tr>
</tbody>
</table>

Figure A.9. Students by Unit Status
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
**Employee Demographics**

Permanent employee figures have remained fairly constant over the past five years. The largest category of permanent employees is the classified staff, followed by full-time faculty, and then administrators and managers [5]. Part-time faculty is larger than any of the permanent employee categories, but their numbers and composition fluctuate from year to year.

![Permanent Employees by Classification](Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The diversity of the classified staff is greater than that of the surrounding community and the student population [5], as shown in Figure A.11:

![Classified Staff by Ethnicity](image)

**Figure A.11. Classified by Ethnicity**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Faculty, administrators and managers, however, do not reflect the same diversity as the community or student population. In particular, Hispanics or Latinos/Latinas are greatly underrepresented in both the full-time faculty and management categories, as are African Americans and Asians among the administrators and managers [5]. See Figures A.12 and A.13.

Figure A.12. Full-Time Faculty by Ethnicity
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

Figure A.13. Administrators and Managers by Ethnicity
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
With regard to gender, females are somewhat overrepresented in all categories except administrators and managers, where there is an equal distribution of males and females [5]. See Figures A.14, A.15, and A.16.

**Classified Staff by Gender**

*Figure A.14. Classified Staff by Gender*  
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

**Full-Time Faculty by Gender**

*Figure A.15. Full-Time Faculty by Gender*  
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Reflective of the trend in higher education, the faculty of the College are aging, with the majority over 50 years of age and a significant proportion nearing retirement [5], as shown in Figure A.17:

Figure A.16. Administrators and Managers by Gender
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

Figure A.17. Full-time Faculty by Age Group
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Administrators and managers of the College are also predominantly over the age of 50, which is more to be expected, given the years of experience often required to move into top management positions [5]. See Figure A.18.

**Figure A.18. Administrators and Managers by Age Group**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

Age differences are not quite as significant with the classified staff, which has a more-even distribution across the age groups [5]. See Figure A.19.

**Figure A.19. Classified Staff by Age Group**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Abstract of the Self Study Report

Standard I: Institutional Mission and Effectiveness

I.A. Mission
The Saddleback College mission is reviewed annually as part of the Strategic Planning Process, and revised as necessary. The last major revision was in 2009. The College’s Mission Statement describes its educational purpose, which is to enrich its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success. It identifies its intended population as students who seek a dynamic, innovative, and student-centered postsecondary education, academic degrees, career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. Along with the College’s vision and values, its Mission Statement is central to all institutional planning, decision-making, and resource allocation processes on campus. Course-, program-, and institutional-level Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs), as well as Program and Administrative Unit Reviews, are aligned with and supported by the College mission.

I.B. Improving Institutional Effectiveness
The continuous improvement of student learning and institutional effectiveness has been a central focus on campus since the last Accreditation Self Study. Dialogue in regard to student learning and institutional effectiveness is broad-based and open to all interested constituents. Outcomes are assessed at the course, program, student support, administrative services, and institutional levels. Program and Administrative Unit Reviews use the data from outcomes assessment in the evaluation of programs and administrative units, and they contribute to planning, goal-setting, and decision-making on campus. Program and Administrative Unit Reviews, as well as various planning documents such as the Facilities Master Plan, the
Educational Resource Plan, and the Technology Plan, are integrated into the College’s strategic planning process, which occurs on a three-year cycle. The growth in the Office of Planning, Research and Grants (OPRG) has made it possible for all groups on campus to demonstrate evidence of the achievement of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). Data that describes the quality of our students, programs, and institution are communicated with appropriate constituencies. The College has developed a fully integrated and systematic plan of evaluation, planning, implementation, and reevaluation of student learning and institutional effectiveness based on reliable data.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

In accordance with the College’s mission and vision, the College emphasizes providing high-quality instruction in basic skills, career technical education, transfer curriculum, and training for business and industry. To accomplish this, the College offers extensive credit and noncredit courses and programs in response to feedback from the College community related to students’ current and future needs. Instructional programs are based on the ongoing implementation, monitoring, and evaluation of SLOs at the course, program, and institutional levels. Besides the Saddleback campus, the College offers courses and programs at a variety of community-based sites and via distance education. In addition to online and hybrid courses, short-term intensive, late-start courses, and self-paced courses provide learning opportunities for students with varied schedules and learning styles. The College provides a variety of opportunities for student success by offering programs and courses that emphasize basic skills, transfer, career and technical education, and lifelong learning.

The quality of the instructional programs is assured through regular and systematic assessment and evaluation in regard to currency, relevance, instructional materials, learning strategies, assessment methods, and the achievement of SLOs. Curriculum development and review is faculty-led and involves the cyclical evaluation of all courses and programs offered at the College. The updated Program Review Process, with SLO assessment at its core, provides the framework for systematic and continuous monitoring, improvement, and planning.

II.B. Student Support Services

The College provides a comprehensive range of student-support services, all focusing on student success. Regardless of the modality of instruction, the College strives to provide equivalent access to support services to all students. The College utilizes direct contact and technology-based methods to provide access to all student-support services. The quality of student-support services is assured through the assessment of AUOs in order to evaluate and improve student learning, progress, and success. All student-support units also undergo a review process, with AUO assessment at its core, to provide for systematic and continuous monitoring, improvement, and planning.
II.C. Library and Learning Support Services

The College provides library services and learning-support services that assist students, faculty, and staff both onsite and online. The Library Building is currently being remodeled, which has necessitated the relocation of onsite resources to temporary facilities on campus. However, the Library relocation has not affected service to the College community since active services continue to be available and significant resources are available online. These resources include more than 90,000 print and e-books, 130 print periodical subscriptions, and in excess of 10,000 full-text periodicals accessed via 16 subscription databases. The Library promotes its resources to students, faculty, and staff through instruction, orientations, in-service presentations, information competency workshops, College publications, the Library Web page, and various print materials.

To contribute to student success, the Learning Assistance Program (LAP) provides peer tutoring in all academic subjects, tutor training, and various workshops. Tutoring services are available onsite and, through a pilot project, online. Other learning-support services exist outside the Library in the Reading Lab, the Language Lab, the Writing Center, and the Math and Science Lab. After the Library remodel, all of these services will be consolidated within the Library. The College provides access to computer technology in the Library, the LAP, and the computer lab, as well as in the learning labs on campus.

Standard III: Resources

III.A. Human Resources

The College recruits qualified personnel who are hired with the purpose of supporting student learning and student success. Clear and comprehensive policies and procedures are developed by the Board of Trustees and Human Resources covering the recruiting, interviewing, and hiring of all personnel. These policies were developed to ensure that the College recruits, develops, and retains the best-qualified personnel available in accordance with law, as well as to ensure the equitable treatment of all potential and existing personnel.

The College’s hiring selection process for all employment categories ties hiring to the College mission and the Strategic Plan, with primary importance given to the improvement of student learning and institutional effectiveness. All personnel are fairly and systematically evaluated through a process overseen by Human Resources.

The College has sufficient numbers of full- and part-time faculty, staff, managers, and administrators to support the mission of the institution, and it is committed to ensuring that the necessary personnel are hired and maintained in order to move toward its desired future through its Strategic Planning Process.

III.B. Physical Resources

The College has invested significant resources into its facilities since the last Accreditation Self Study. The new Health Sciences Building has been completed and occupied, the Business and General Studies Building has undergone a major retrofit, a classroom cluster has been added on the College lower campus named “The Village,” and a major retrofit of the Library Building is currently under way.
Since 2004, $125 million has been allocated to the College for capital projects, and an additional $18.5 million has been spent from the College general fund during that time period. Moreover, the College, in conjunction with the District, is currently working on implementing a 20-year Facilities and Scheduled Maintenance Plan in order to ensure that our buildings are adequately maintained to assure access, safety, security, and a healthful learning and working environment.

III.C. Technology Resources

For some time, the College has recognized the importance of technology for a twenty-first century education, and as a result, the technological resources of the College have been given a high priority. Over the past several years, many technological advances have occurred on campus, such as the addition of 183 wireless access points allowing students and staff Internet access throughout the campus, the installation of permanent media systems in 99 percent of all classrooms, the deployment of virtual server technology, and the ability to regularly and securely back up all College data on a central storage area network (SAN).

The College’s Innovation and Technology Center (ITC) is responsible for College hardware and software planning and acquisition for use by students, faculty, and staff, and it provides technical support and training for faculty, staff, and managers. Currently, ITC services over 1090 computers in 26 labs on campus, all classroom computer and media centers, as well as the desk computers of all College employees.

The College has increased its online education significantly since the last Accreditation Self Study, and a new technical support area for distance education and instructional design has been established and staffed: the Center for Instructional Design and Distance Education (CIDDE), which is housed in the BGS Building. This Center also provides classes and training year-round for faculty and staff in the areas of technology and innovation. In conjunction with the growth of distance education, the College has also expanded its online resources for students, faculty, and staff.

III.D. Financial Resources

Saddleback College is a part of the SOCCCD, which is a Basic Aid District. The Board of Trustees has adopted budget development guidelines that are designed to maintain the financial integrity of the District and the College. The District has no debt, and future liabilities for post-employee benefits are fully funded. External audits are routinely positive.

The College has efficiently and prudently managed its financial resources. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional planning. Internal controls are in place to ensure the integrity of the budget and expenditure process, and budgets are monitored to ensure accuracy and integrity.

The College revised its budget development process in 2009 with the creation of the Planning and Budget Steering Committee (PBSC), which has representation from all College constituencies. The role of PBSC is to ensure the integration of institutional planning with the budget development process. College planning and budgeting processes are transparent, with all constituent groups extensively involved at all levels of the process.
Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Since the last Accreditation Self Study, significant advances have been made at the District and College levels to provide for effective participation of all College constituencies in important discussions and decision-making processes. It was necessary to reconstitute governance committees, establish new committees, and develop a renewed awareness of the fundamental right of each constituent group to contribute in an effective and collaborative manner in the decision-making processes of the College and the District. The roles and responsibilities of each group have now been institutionalized through formal means, such as statute, board policy, administrative regulations, and collective bargaining agreements, and through less-formal means, such as standing committees, cabinets, and councils. The committee structure of the College is documented in the Governance Manual, which was updated in 2010.

Beyond the formalized roles, Saddleback College constituent groups have worked hard toward building a climate of trust, respect, and openness. This mutual respect makes possible open dialogue and an ongoing commitment to participatory governance.

IV.B. Board and Administrative Organization

Saddleback College is governed by a Board of Trustees that is responsible for establishing the mission of the District, assuring the development and implementation of education and facilities plans, assuring the health and stability of the District and its Colleges, monitoring institutional effectiveness and educational quality, hiring and evaluating the Chancellor, advocating for and protecting the District, establishing policies to implement the District’s mission and goals, setting prudent ethical and legal standards for College operations, and representing the public interest. The Board’s expectation for quality, integrity, and improvement of student learning programs and services of the College are reflected in the policies, procedures, and goals that the Board develops.

The Board is responsible for selecting and evaluating the Chancellor and for delegating to the Chancellor full responsibility and authority to implement and administer board policies and administrative regulations. The Board is also responsible for establishing a policy for selecting and evaluating the College President. Within the past three years, the Board has adopted and/or revised three of its policies specific to the hiring of the Chancellor, the hiring of administrators and managers, and the evaluation of the Chancellor, all of which outline the appropriate role for the Trustees. With the recent resignation of the Chancellor, the Board will have an opportunity to implement its new policy in the selection of the next Chancellor.

The College President is designated as the Chief Executive Officer of the College and is granted Board authority to implement the College’s Strategic Plan, District policies, and resource allocations. The President’s administrative organization is the established authority on campus, and the President is the final authority at the College level. The current President has actively pursued establishing a collegial process of planning and decision-making that ensures that educational planning and the distribution of resources are directly linked to student success and outcomes assessment.
Saddleback College began preparing for the Accreditation Self Study in Fall 2008, twenty-three months prior to our scheduled visit in October 2010. Dr. Rajen Vurdien, who was then Vice President for Instruction, continued to act as the Accreditation Liaison Officer. The Accreditation Self Study Steering Committee was co-chaired by Dr. Vurdien and Dr. Bob Cosgrove, President of the Academic Senate. Due to Dr. Vurdien’s departure from the College in June 2010, Dr. Donald L. Busché, Acting Vice President for Instruction, took over Dr. Vurdien’s role as Accreditation Liaison Officer and Steering Committee Co-chair.

The Committee has met every two weeks since November 2008, actively overseeing the entire Self Study process. Standard Chairs were appointed, and committees for each standard were constituted in January 2009, following an in-service presentation on the process for the entire College community.

Throughout the entire process, measures were taken to ensure that the voices of all constituent groups were heard and that the entire College community was focused on accreditation. Below is a time line of the Self Study process, followed by the composition of the Steering Committee and each of the Standard Committees.
Accreditation Self Study Time Line

Fall 2008
1. Accreditation Self Study Steering Committee established.
2. Time line developed.

Spring 2009
1. Accreditation kickoff held during in-service.
2. Committees for each standard were constituted.
3. Each standard analyzed.
4. Reviewed past plans of actions, evaluations, and recommendations from letters and reports not addressed from the Fall 2004 visit.
5. Identified data and coordinated with District and College to establish data needs.
6. Reviewed previous Employee Survey and made necessary changes for the 2009 version.
7. Administered Employee Survey.
8. Presented Survey results to the Steering Committee and the four Standard Chairs.

Summer 2009
1. Prepared the Fall 2009 in-service.
2. Analyzed Employee Survey results.
3. Drafted descriptive summary of standards.
4. Began work on Self Study.

Fall 2009
1. Reviewed and disseminated Employee Survey results.
2. Completed the first draft for each of the four standards.
3. Began editing first draft of each standard.
4. Planned for publication arrangements.
Introduction

Spring 2010
1. Presented the first draft of each standard to the College community at the Spring 2010 in-service for input.
2. Held Collegewide meetings to receive feedback from the College community on first drafts.
3. Discussed feedback and revised Self Study report as needed.
4. Completed the second draft of the Self Study report.
5. Edited the completed second draft of the Self Study report.

Summer 2010
1. Presented final report to the Board of Trustees at June Board meeting.
2. Published and distributed final Self Study document.
3. Acquired necessary signatures.
Accreditation Self Study Steering Committee

Dr. Donald Busché
Accreditation Liaison Officer
Accreditation Self Study Co-Chair

Dr. Bob Cosgrove
Academic Senate Past President
Accreditation Self Study Co-Chair

Dr. Tod Burnett
College President

Dr. Robert Bramucci
District Representative

Miki Mikolajczak
Academic Senate Past President

Russ Hamilton
Classified Senate President

Mary Williams
Classified Senate Past President

Melissa Fenerci
Associated Student Government President

Delainey Taylor
Associated Student Government Past President

Gretchen Bender
Director of Planning, Research and Grants

Diane Pestolesi
Chair, Standard I

Anthony Teng
Chair, Standard II

Carol Hilton
Chair, Standard III

Dr. Carmen Dominguez
Chair, Standard IV

Academic Senate President

Claire Cesareo-Silva
Introduction

Joseph Tinervia
Editor

Diane Smith
Sr. Graphic Designer

Rob Hartman
Webmaster
# Standard Committee Members

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<td>Linda Bashor</td>
<td>Samantha Ramos</td>
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### Standard Committee Members (continued)

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Saddleback College, as part of the SOCCCD, is governed by the SOCCCD Board of Trustees (BOT). The BOT comprises seven members elected at-large to four-year terms by the voters in south Orange County. A student trustee, elected by the students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The BOT is responsible for overseeing all academic programs and educational services of Saddleback College.

South Orange County Community College District (SOCCCD) Board of Trustees (as of July 2010)

Donald P. Wagner  
President

Nancy M. Padberg  
Vice President

Marcia Milchiker  
Clerk

William O. Jay

David B. Lang

John S. Williams

Eve Shieh  
Student Trustee

Thomas A. Fuentes
* Provost meets regularly with college presidents to plan academic and student services programs at ATEP
Vice President
Office for Student Services
Dr. Juan Avalos

- Director of Student Health Center
  Brenda Frame

- Director of Financial Assistance & Scholarships
  Mary Hall

- Director of Student Development
  Audra DiPadova

- Coordinator, Outreach
  Leslie Humphrey

- Dean, Counseling Services & Special Programs
  Terence Nelson

- Child Development Center Manager
  Lisa Cavallaro

- Assistant Manager, CDC
  vacant

- Director of Admissions, Records & Enrollment Services
  Jane Rosenkrans

- Admissions & Records Registrar
  Joyce Semanik

- Director of Safety & Security/Chief of Police
  Harry Parmer

- Deputy Chief of Police/Assistant Director
  Jim Pyle

- Assistant Dean, Counseling Services & Special Programs
  Terence Nelson

- Office for Student Services
  Dr. Juan Avalos

- Vice President
  Office for Student Services
  Dr. Juan Avalos
Certification of Continued Compliance with 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 21 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 of Schools and Colleges.

Date: July 30, 2010

Dr. Tod A. Burnett
President
Saddleback College

Donald P. Wagner
President, Board of Trustees
South Orange County Community College District
Eligibility Requirements

1. AUTHORITY
Saddleback College has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. The College is also authorized to grant degrees by the Board of Governors of the California Community Colleges. The degree-granting authority is stipulated on page 1 of the 2009-2010 Saddleback College Catalog.

2. MISSION
Saddleback College’s Mission Statement clearly defines its commitment to achieving student learning. The Mission Statement is posted on the College's Web site and published in various documents, such as the College Catalog and the Strategic Plan. The College reviews the Mission Statement annually, revises it as needed, and presents it to the South Orange County Community College (SOCCCD) governing board for final approval.

3. GOVERNING BOARD
A seven-member Board of Trustees governs the SOCCCD. The Trustees are elected at-large to four-year terms by the voters in south Orange County, and the terms are scattered to provide continuity. Board members reside in the areas they represent. A student trustee, elected by students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The Chancellor of the SOCCCD serves as Secretary to the Board. The Board holds monthly meetings, which are open to the public. Notices of scheduled meetings and the agendas are widely posted in advance, and all meetings are videotaped and available for viewing on the District Web site.

4. CHIEF EXECUTIVE OFFICER
The Board selects the Chief Executive Officer (CEO) of the college. Dr. Tod A. Burnett, President of Saddleback College, is the CEO and has primary responsibility for the College and executive responsibilities for administering Board policies. Board Policy 2101, Delegation of Authority to the College President, outlines Dr. Burnett’s authority and responsibility as the CEO of the College.

5. ADMINISTRATIVE CAPACITY
The administrative staff of Saddleback College is adequate in number, experience, and qualification to provide appropriate administrative oversight to enable the College to fulfill its purpose and mission.

6. OPERATIONAL STATUS
Students are enrolled in a variety of courses and programs that lead to associate degrees, certificates of achievement, occupational skills awards, and transfer to four-year institutions.
7. DEGREES
The majority of the College’s offerings are in programs that lead to degrees, as described in the College Catalog and on the College Web site. Most of the students are enrolled in these programs. Degree opportunities and transfer courses are clearly identified in the College Catalog and on the College Web site.

8. EDUCATIONAL PROGRAMS
Successful completion of approved programs at Saddleback College may lead to an associate of arts or an associate of science degree, a certificate of achievement, an occupational skills award, or completion of lower-division requirements for transfer to upper-division standing at a four-year college or university. The College’s Curriculum Committee and approval process ensure programs of study are congruent with the College mission and meet all the legal requirements related to length, content, quality, and rigor, regardless of location or modality.

The College offers 204 associate of arts and/or associate of science degree majors, 89 certificate programs, 26 occupational skills awards, plus 3 certificates of completion issued by individual departments [2.6, pp. 45-46]. The College also meets the needs of students who are pursuing their lower-division major requirements in preparation for transfer to a four-year college or university, upgrading job skills, and improving basic learning skills.

9. ACADEMIC CREDIT
Institutional policies on transfer and awarding of credit are specified in the College Catalog and on the College Web site. The awarding of academic credit is based on the California Code of Regulations, Title 5, Section 55002.5

10. STUDENT LEARNING AND ACHIEVEMENT
Student learning and achievement is validated through the Student Learning Outcomes (SLOs) process at Saddleback College. At the course and institutional levels, College faculty have integrated SLOs into the curriculum process using CurricUNET, its curriculum management database system. The SLOs are a part of the official course outline. Assessments of course-level SLOs are completed annually, and the assessment results are input into CurricUNET, where they are linked to Institutional SLOs. At the program level, SLOs are completed on an annual basis, and the Program Review process includes a strong emphasis on SLO assessment. Overseen by the Educational Planning and Assessment (EPA) Committee, all programs and courses have established learning outcomes and assessment plans.

11. GENERAL EDUCATION
Saddleback College has three patterns of general education courses (Saddleback College general education, Cal State University transfer, and the University of California transfer) that promote students’ personal, cultural, and intellectual growth. The Institutional SLOs devised by the College are linked to the general education core competencies and include effective communication skills, intellectual and practical skills, community/global consciousness and responsibility, and breadth of subject area knowledge.

General education courses and their descriptions are found in the College Catalog and on the College Web site. The College’s General Education Committee and Curriculum Committee
approve all courses to be included in the general education program and ensure that they are consistent with the academic standards appropriate to higher education.

12. ACADEMIC FREEDOM

The College’s academic freedom policy is set forth in Board Policy 6120, which demonstrates the College’s commitment to the free pursuit and dissemination of knowledge. Academic freedom includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference.

13. FACULTY

The College has a core of 239 qualified full-time faculty members, as well as 621 part-time faculty members (Spring 2010 figures). Information about full-time faculty, including names, titles, degrees, and dates of hire, are listed in the College Catalog. Faculty who teach courses at the College must meet minimum qualifications as established by the Academic Affairs Division of the Systems Office of the California Community Colleges, in consultation with the State Academic Senate. Faculty responsibilities are stated in board policies, the faculty contract, and the Faculty Handbook.

14. STUDENT SERVICES

Saddleback College provides services and programs that enhance a student’s use of the College’s offerings and facilitate progress toward academic, career, personal, and social goals. Saddleback College’s staff is committed to each student’s success and growth as a person. Student services include the following areas: Admissions and Records, Athletics, Associated Student Government and Clubs, Bookstore, Campus Safety, Center for Career and Life Development, Child Development Center, Counseling Services, Extended Opportunity Programs and Services (EOPS), Financial Assistance & Scholarships, Food and Beverage Services, Learning Assistance Program, Matriculation and Assessment, Disabled Students Programs and Services (DSPS), Student Development, Student Health Center, Student Outreach and Recruitment, Transfer Center, and Veterans’ Services. Many of these services are available online as well as in person.

15. ADMISSIONS

The College’s admissions policies are consistent with its mission and conform to requirements in the Education Code, Title 5, and board policy. The policies are published in the Course Catalog and on the College Web site.

16. INFORMATION AND LEARNING RESOURCES

Saddleback College provides access to sufficient information and learning resources to support its educational mission. Resources and services are available throughout the campus, including the Library, the Computer Labs, the Writing Lab, the Reading Lab, the Mathematics Lab, and the Learning Assistance Program (LAP).

The College Library is the main source of learning resources for students. In addition to its book collection, the Library provides online access to 8,144 journals and newspapers. This scholarly collection offers information in nearly every area of academic study. Assistance in locating
information is provided by professionally trained librarians face-to-face at the Library reference desk and electronically by phone, e-mail, or a live 24/7 chat line.

17. FINANCIAL RESOURCES

District financial planning and information is under the purview of the Deputy Chancellor. College financial planning is delegated to the College President with assistance from the Director of Fiscal Services. The current budget for Saddleback College and the statement-of-fund balances for the Saddleback College Foundation are available in the College’s Office of Fiscal Services. The general fund budget for the College includes support across all instructional and student services programs at the College. The College’s Planning and Budget Steering Committee (PBSC) and the Consultation Council review program needs each year based on Program Reviews and Administrative Unit Reviews and Strategic Planning for the purpose of recommending a final budget to the College President.

Both the College and the District maintain adequate reserve levels for contingencies and utilize sound financial management policies and practices in order to ensure continued fiscal stability.

18. FINANCIAL ACCOUNTABILITY

SOCCCD is a Basic Aid District, which means that the majority of its funding comes from local property taxes, which are then distributed to the College based on the same program-based funding model established by the State. Additional College funding comes from Federal and State grants and from corporate and private donations. Reports on audit of financial statements and supplementary information and reports on compliance are prepared for the SOCCCD and Saddleback College by Vicenti Lloyd Stutzman, Certified Public Accountants, and are available annually for review in the District Fiscal Services Office. The District meets this eligibility requirement by ensuring a balanced budget that supports all College needs as verified by this certified public accounting firm.

19. INSTITUTIONAL PLANNING AND EVALUATION

The College continually engages in multiple levels of institutional planning and assessment. The assessment of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) occurs throughout the College and is being used to improve teaching, learning, and effective administering of services. Program Reviews and Administrative Unit Reviews are another important aspect of the planning and evaluation program. Each program and administrative unit on campus engages in a self study every two or five years to assess progress towards the achievement of their goals.

At a broader level, the PBSC and the Consultation Council oversee the strategic planning process of the College, designed to result in continuous improvement of the institution. The Strategic Plan, which is developed every three years, sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill its mission and move toward its envisioned future. Long-term planning is achieved through the development of an Education and Facilities Master Plan.

20. PUBLIC DISCLOSURE

In writing and in practice, as well as in its public disclosure of all important documentation, the College is a model of institutional integrity. All required information can be found on
the College’s Web site or by reading any one of the following sources, all of which are public documents: the College Catalog, the current Schedule of Classes, the Saddleback College Student Handbook, the Saddleback College Faculty Handbook, and the South Orange County District Board of Trustees Policies and Administrative Procedures.

21. RELATIONS WITH THE ACCREDITING COMMISSION

A letter signed by the College President and the President of the Board of Trustees assuring the College’s and the District’s compliance with the accrediting commission’s standards and policies is on file with the ACCJC and the College President’s office.
In response to the recommendations made by the 2004 visiting team, as well as to subsequent progress and midterm report visits, the College has been working diligently over the past six years to make improvements in all the identified areas. All College constituent groups and the District came together in unprecedented fashion to seriously address the recommendations and implement the necessary changes.

**Recommendation 1 (Standard I)**

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

A. Use college governance and decision-making structures (Standards IA.3, IA.4).
B. Be institutionalized through college publications and practices (Standards IA.2, IA.4).
C. Ensure that the mission guide college planning and decision making (Standard IA.4).
D. Allow for the implementation of revisions as appropriate to assure continuous improvement of college efforts to accomplish the mission (Standards IA.6, IA.7).

In response to the 2004 ACCJC team’s recommendation, the College immediately devised a process for annual revision of the College Mission Statement as a fundamental step of the College Strategic Planning cycle. The Mission Statement was revised in 2005, reaffirmed in 2006, revised in 2007, reaffirmed in 2008, revised in 2009, and reviewed again in Spring 2010.

The Mission Statement is now institutionalized in the Strategic Planning, Program and Administrative Review, and Student Learning and Administrative Unit Outcomes processes, serving, along with the Vision and Values statements, as the basis for decision-making on campus.
The Mission, Vision, and Values Statements are widely publicized in College publications and throughout the campus. They appear on the College Web site and in the College Catalog, and they are posted in buildings across the campus. The mission is also reproduced in the Faculty Handbook, the Program Review Handbook, the Administrative Unit Review Handbook, the SLO/AOU Handbook, and the Department Chair Handbook. It appears on all Consultation Council agendas, as well as on the agendas of other major College committees, to serve as reminder that the College mission is the foundation of the planning and decision-making process.

The findings of the 2005 progress report team were that the College had satisfied the requirements set forth in this area and had institutionalized an annual review of the Mission Statement.

**Recommendation 2 (Standard I)**

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

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

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

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

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

E. Requiring and implementing program review for all departments, including instructional, student services, and administrative departments (Standards II.A.1, II.A.2, II.B.3, II.B.4).

F. Linking facilities, technology, and human resources plans into the overall comprehensive planning and evaluation structure of the college (Standards IB, II.A.6, II.B.2.b, II.C.2, and III.D.1.d).

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

Since July 2004 the College has taken numerous affirmative steps to improve its institutional planning culture and fully develop, implement, and coordinate an integrated College planning and evaluation structure. During the 2006-2007 academic year the College made positive
strides in integrating the use of the Strategic Planning Process for decision-making through the adoption and implementation of a Strategic Planning Process that links planning to budget allocation. This Planning Process and Strategic Planning Groups were evaluated and revised in 2009. The College developed an interim strategic plan for 2006-2007 while it developed a three-year plan to guide decision-making from 2007-2010. The 2007-2010 plan was implemented in March 2007, and a plan for 2010-2013 was implemented in July 2010. Although the planning process establishes three-year targeted goals, these are critically reviewed, evaluated, and updated on an annual basis. The planning process and current plan is published on the College’s Strategic Planning Web site.

Over the last six years, the planning and decision-making of the College has grown and developed. Currently, there are three primary planning bodies:

1. The Consultation Council, which is the main body responsible for coordinating College planning and for using the developed planning documents for decision-making. The Consultation Council meets weekly and includes representation from all constituent groups. Meetings are facilitated by the College President, who serves in an *ex officio* capacity. Minutes of the Consultation Council meetings are published on its Web site and are disseminated widely. Budget decisions tied to planning are also listed on the Consultation Council Web site and are communicated to the College community through the shared governance units represented on the Council.

2. The Planning and Budget Steering Committee (PBSC), which is charged with ensuring that the Strategic Planning Process is adhered to, that decisions are based on the approved Strategic Plan, and that decisions are integrated into the budgeting process.

3. The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, which is responsible for ensuring that Student Learning Outcomes (SLO) assessment, Administrative Outcomes (AUO) assessment, Program Review, and Administrative Unit Review are fully integrated into the Strategic Planning Process. Currently, the EPA Committee is working on an automated system of generating resource allocation requests through the Program Review process.

In response to the increased need for data-driven planning and decision-making, a Director of Planning, Research and Grants was hired in 2009. The Director oversees the Office of Planning, Research and Grants (OPRG), and her primary responsibility is to oversee all planning processes at the College and to ensure that these processes are supported and informed by research.

The College embraces continuous and integrated evaluation, planning, and resource allocation processes. Through the Strategic Planning Process, Saddleback College has integrated a systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation based on multiple sources of evidence. The Educational Resource Plan, the Student Equity Plan, the Facilities Master Plan, the Technology Plan, the Equipment Plan, and the Faculty Hiring Prioritization Plan, as well as all Program and Administrative Unit Reviews, are all integrated into the planning process on campus through the Strategic Plan.
Recommendation 3 (Standard II)

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

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

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

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

The College began working on a comprehensive Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO) assessment and evaluation process in 2005, immediately following receipt of the ACCJC recommendation. Since then, significant advances have been made in the assessment, evaluation, and utilization of SLOs and AUOs throughout the College, and these have been documented in each progress and midterm report and recognized by the visiting teams.

Saddleback College has embraced the assessment of SLOs and AUOs as the core of institutional effectiveness and continuous improvement. In order to institutionalize SLOs and AUOs at the College, an SLO Implementation Plan was developed in the summer of 2005, and this plan has been evaluated and refined over the past five years. The plan was created and subsequently refined under the guidance of various groups and committees, such as the Academic Senate, the Consultation Council (previously the Planning and Budget Committee), the SLO Task Force, the SLO Implementation Team, the Institutional Effectiveness (IE) Committee, the IE planning group, and the Educational Planning and Assessment (EPA) Committee. The College leadership has embraced outcomes assessment and integrated it into all levels of College planning.

The current group tasked with overseeing the development, assessment, utilization, and integration of SLOs and AUOs is the EPA Committee, a standing committee of the Academic Senate and an integral part of our planning and decision-making process. Previously, this Committee was referred to the IE Committee, but the name was changed in order to avoid conflating it with other institutional planning processes and initiatives. College leadership has demonstrated an ongoing commitment to the EPA Committee’s efforts through the allocation of resources such as reassigned time for the EPA chair, the hiring of a full-time research specialist in 2006 dedicated to outcomes assessment and Program Review, and support for assessment software and hardware as well as regular training.

All of our instructional programs have established multiple SLOs on the program and course levels, and they are regularly assessed, evaluated, and utilized to improve the instruction and curriculum of the programs. Course-level outcomes are also linked to Institutional Student Learning Outcomes (ISLOs). Program-level SLOs and AUOs are maintained on the EPA Web site by department and administrative unit. Course-level SLOs are currently maintained in the
Introduction

Students completing a degree, certificate, or transfer program at Saddleback College will be able to demonstrate:

- **Effective Communication**
  - Reading Competency
  - Written Communication
  - Oral Communication

- **Intellectual and Practical Skills**
  - Computer Literacy
  - Scientific and Quantitative Reasoning
  - Information Competency
  - Critical and Creative Thinking
  - Teamwork and Problem Solving
  - Skills for Lifelong Learning

- **Community/Global Consciousness and Responsibility**
  - Knowledge of Cultural Diversity
  - Interpersonal Skills
  - Civic Knowledge
  - Ethical Reasoning and Action

- **Breadth of Subject Area Knowledge**
  - Natural Sciences and Mathematics
  - Arts and Humanities
  - Social and Behavioral Sciences

In addition, ISLOs are sometimes assessed individually. One example of this is the Information Competency ISLO. The EPA Committee devised specific SLOs around this core competency and had it assessed by faculty teaching the College-designated information competency courses. The results of these ISLOs were used to develop best practices in the teaching of information competency.

Programs and administrative units evaluate achievement using a variety of methods, such as embedded questions, performance evaluations, portfolios, and pre- and post-testing, just to name a few. The College invested in the purchase of Class Climate and ParScore (from Scantron) to collect and analyze assessment data, and many departments and units on campus are utilizing this software. Assessment is overseen by the EPA Chair and a research specialist, who work directly with individuals from departments and units across the campus in writing SLOs and AUOs, devising assessment methods, formatting reports, and using the resulting data.

The College also created the Institute for Teaching and Learning (ITL) in 2009. This Institute, organized by a joint venture of EPA, the Basic Skills Initiative (BSI), and the Distance and Online Education Committee (DE), provides ongoing training for faculty and staff in the writing and assessing of SLOs and AUOs and in methods for improving teaching and learning in courses, programs, and degree offerings. Training sessions are held throughout the year in using Class
Climate and ParScore for assessment purposes, creating syllabi based on SLOs, classroom assessment techniques (CATs), and teaching basic skills across the curriculum, just to give a few examples. The EPA Committee also holds regular sessions during each semester’s in-service activities on SLO and AUO assessment.

**Recommendation 4 (Standard IV)**

The team recommends, consistent with recommendation two of the 1998 team, that the board of trustees review and revise the “Employment Procedures for Executive Positions” so that it conforms to accepted best practices. Specifically, this process should be fair, equitable, and provide for meaningful constituency input. Once revised, the implementation of these procedures should be delegated to the chancellor and the college presidents, and the direct involvement of the board should be limited to the appointment of the chancellor (Standards IIIA.1, IIIA.3).

In April 2006 the Board Policy and Administrative Regulations Council (BPARC), comprising members from all College and District constituency groups, was convened specifically to revise Board Policy 4011.6, Employment Procedures for the Chancellor, and it was approved by the Board of Trustees in 2006. BPARC also subsequently revised and got approved Board Policy 4011, Employment Procedures for Administrators and Managers, in November 2006 and August 2009. These revised policies comply with accepted best practices as recommended by the ACCJC.

**Recommendation 5 (Standard IV)**

The team recommends, consistent with recommendation four of the 1998 visiting team, that the board of trustees cease its involvement in college and district operations and delegate all non-policy issues, including policy implementation, at the district level to the chancellor and at the college level to the president. To achieve this end, the board of trustees, district leadership, and college leadership are encouraged to:

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

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

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

D. Publicize the roles and responsibilities of each group through college publications and procedures (Standards IB.1, IVA.1, and IVA.2).
The College community, District administration, and the Board of Trustees have worked diligently over the past six years to address these concerns, and significant advances have been made in providing for effective participation of all constituent groups in the decision-making processes of the College and the District. Each required progress and midterm report delineated the steps taken, and each visiting team report noted that substantial progress had been made.

In 2005-2006 the College and the District participated in Level One Technical Assistance facilitated by Dr. Diane Woodruff, Interim Chancellor for the California Community Colleges, and Dr. Ian Walton, State Academic Senate President. Discussion centered on the need to clearly define the roles and scopes of authority of all constituent groups and to agree upon a process for effective participation in the decision-making processes at the College and District levels.

Since that time, board policies have been written delineating the roles for each constituent group. Each group now derives its roles and responsibilities through Government Code, California Education Code (E.C.), and the California Code of Regulations (CCR), Title 5, as well as through board policy and the accompanying administrative regulations. District and College employees, therefore, now have clearly defined roles and responsibilities for institutional governance, and multiple opportunities exist to exercise substantial authority in areas of expertise.

Of particular importance was the passage of Board Policy 2010, Delegation of Authority to the College President, in January 2009, which designates the President as the Chief Executive Officer of the College, granting the position final authority at the College level.

Across the District and the College, committees, councils, and cabinets have been formed to address issues that affect daily operations. The committees follow established lines of communication when taking action or making recommendations, and they designate representatives to carry forward their decisions, recommendations, and requests to the next-ranking committee or decision-making body. Saddleback College faculty, staff, and administrators and district personnel have worked diligently to generate collaborative, collegial, and effective participation in all College and District committees and in planning and decision-making processes.

Documentation publicizing the roles of responsibilities of each constituent group is available on the District Web site and the MySite portal. The MySite portal includes all board policies, administrative regulations, and District procedures.
Recommendation 6 (Standard IV)

The team recommends, consistent with recommendation seven of the 1998 visiting team, that representatives of all formally recognized constituent groups (trustees, chancellor, presidents, other administrators and managers, faculty senates and unions, classified senates and unions, and students) come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the college by:

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

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

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

The Accreditation Focused Visit Midterm Report of the 2007 visiting team concluded that:

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

Following this, the District and College leadership came together to work as joint-venture partners in developing and writing the 2008 Progress Report. A representative from the BOT and a District representative were added to the Accreditation Task Force. The work of this Task Force was collegial, informative, and enlightening for all constituent groups and created a new environment of trust, respect, and openness that continues to characterize the climate at the District and the College.

Most members of the college community now recognize that collaboration is not a simple and uncomplicated practice with a quick and easy fix. Collaboration requires a commitment to the process on the part of all participants, and constituent groups have come to understand that conflict is a natural dimension of any participatory governance system. Working through the disagreement that arises has led to increased dialogue and greater respect for each group’s perspectives.

The Board Policy and Administrative Regulation Council (BPARC) provides an excellent model of effective participation in the SOCCCD. The Council is chaired by the Deputy Chancellor and
has representation from all College and District constituent groups. In this Council, all voices are heard, debate is encouraged, and decisions are made by consensus. Proposals for the development of new policies can come from any constituent group. For example, when the need for the development of written clarification of the role and responsibilities of the College President in a multi-college district was identified, a request for policy development was submitted to the Council. The recommendation was accepted by the Chair, a policy was drafted and submitted to the constituent groups for feedback, and the policy was approved by the BOT in January 2009.

Over the past six years, the College, District, and Board of Trustees have demonstrated their ongoing commitment to collaborate in a collegial manner to resolve issues related to the continuous improvement of student learning and institutional processes. When the process works, as in the aforementioned example, the constituent groups are more willing to trust one another and engage in a positive and in-depth dialogue on essential issues. In order to facilitate open dialogue, it is incumbent upon the representatives of each constituent group to consistently share information and obtain input to ensure effective participation.

The changes made in the College’s governance structure have improved administrative stability, as evidenced by minimal vacancies in administrative positions over the past six years. The communication and trust-building that has taken place at all levels has led to a healthier, more harmonious, and more stable environment.

The College Web site includes processes for Strategic Planning, Program and Administrative Reviews, and outcomes assessment, among others. Both the College and the District also hold regular activities and forums that provide for considerable open participation and feedback.
References, Works Cited, and Links


